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SECRETARIAL NOTES
ON THE TENTH ANNUAL
CONFERENCE OF DEANS AND
ADVISERS OF MEN



HELD AT
THE UNIVERSITY OF COLORADO
MAY 10-11-12, 1928

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Republican Print
Lawrence, Kansas

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**Secretarial Notes On the Tenth Annual Conference of
Deans and Advisers of Men, Held At the
University of Colorado**

May 10, 11, and 12, 1928

FIRST SESSION

Roll call by Dean Dawson.

The first paper on the program was then presented by Dean Earl J. Miller of the University of California at Los Angeles.

If others wont do it, the secretary must.

The first session of the Conference was called to order by the President, Dean Goodnight of the University of Wisconsin at 10:00 A. M.

The President introduced the Secretary with the following sketch:

THE GRIEF OF A SECRETARY

If the Secretary writes a letter, it is too long.

If he sends a postal, it is too short.

If he issues a pamphlet, he is a spendthrift.

If he attends a committee meeting, he is butting in.

If he stays away, he is a shirker.

If the attendance at a luncheon is slim, he should have called the members up.

If he does call them up, he is a pest.

If he duns a member for his dues, he is insulting.

If he does not collect, he is lazy.

If a meeting is a howling success, the program committee is praised.

If it's a failure, the secretary is to blame.

If he asks advice, he is incompetent, and if he does not, he is bull-headed.

Ashes to Ashes, Dust to Dust,

If others wont do it, the secretary must.

Roll call by Dean Dawson.

The first paper on the program was then presented by Dean Earl J. Miller of the University of California at Los Angeles.

A STATISTICAL STUDY OF THE RELATIONSHIP BETWEEN EXTRA CURRICULAR ACTIVITIES AND SCHOLARSHIP

By Earl J. Miller, Dean of Men, University of California at Los Angeles

University administrative officers are frequently urged to curtail the extra curricular activities of the students. The relationship of extra curricular activities to scholarship has always been a matter of considerable interest, especially to university faculty members, and to the parents of the students. It is also a matter concerning which there has been much random speculation, but very little attempt at scientific investigation. One frequently hears, for example, that the "tail is wagging the dog," or the "side show has swallowed up the circus." It is the firm conviction of many people that extra curricular activities are, as a general rule, detrimental to the scholarship of the students taking part in them, and that in very many if not in most cases, the effect is serious. Everyone seems willing to express an opinion on the matter, and yet most opinions have been based upon the observation of a few exceptional cases which attract attention and which are usually cases of prominent athletes, who have failed in their studies.

If, on the average, extra curricular activities interfere with the best training of the student, such a condition merits serious consideration. It is entirely possible to curtail student activities in a manner which would modify their effects, if the facts justify such procedure. On the other hand, one very frequently finds among university alumni an opinion very favorable to extra curricular activities. They feel that the training they received in college activities proved valuable in enabling them to cope successfully with the work of the world.

The purpose of this study is that of determining as nearly as may be, the relationship of extra curricular activities to scholarship, as revealed by the scholastic records of men students.

This statistical study has the following general characteristics:

1. The study deals with four thousand and ninety men students registered in the University of California at Los Angeles during the two years of 1925-26 and 1926-27.

2. The grade averages are based upon all grades recorded for men students in the University during the years 1925-26 and 1926-27. (Not including Summer Session.)

3. The final result of the work of the students in every course of instruction is reported to the Recorder on the following basis of grades: A, excellent; B, good; C, fair; D, barely passed; E, conditioned; F, failed. The averages are computed on the following basis: The number of units of "A" grade have been multiplied by 3; the number of units of "B" grade have been multiplied by 2; the number of units of "C" grade by 1 and the number of units of grade "E" and "F" (not passing) by -1. In the case of grades of "D", no grade points are given. The grand total of grade points obtained in this manner has been divided by the grand total of units of work attempted. The resulting averages are

used as the basis of comparison in this study. On this basis a standing of 3.00 represents a perfect record of "A" grades; a standing of 2.00 represents a "B" average and 1.00 represents a "C" average.

4. When the fourth number in the averages was 5 or more, one was added to the third figure; when less than 5 it was dropped.

AVERAGES

Group 1. All Men Students.

Total number 4090

Average grade 1.20

There were 1202 men students who engaged in extra curricular student activities during the two years of 1925-26 and 1926-27. The activities included were as follows:

Associated Students Council	Election Committee
Men's Athletic Board	Oratory
Finance Board	Debating Squad
Welfare Board	Calif. Arrangements Com.
Forensics Board	Southern Campus (Yr. book)
Dramatics Board	Press Club Vode
Publications Board	Men's Glee Club
Men's University Affairs Committee	Yell Leaders
Scholarship Committee	Football
Y. M. C. A.	Basketball
Traditions Committee	Baseball
Men's Rally Committee	Tennis
Publicity Bureau	Track
Freshman Rally Reserve	Cross Country
Daily Bruin (Newspaper)	Swimming
Greek Play	Wrestling
Stage Crew	Boxing
University Orchestra	Gym Team
University Pep Band	Golf
Class Officers	Fencing
Senior Board of Control	Ice Hockey
Men's Vigilante Committee	

Total number 1202

Average grade 1.24

Group III. Students not participating in any extra curricular activities.

Total number 2888

Average grade 1.19

Group IV All men engaged in Intercollegiate Athletics.

Total number 928

Average grade 1.19

Group V. All men engaged in Major Intercollegiate Sports.

(Football, Baseball, Basketball, Track, Tennis.)

Total number 653

Average grade 1.17

Group VI. All men engaged in Minor Sports

(Swimming, Wrestling, Boxing, Cross Country, Gym Team, Golf, Fencing, Ice Hockey.)

Total number 275

Average grade 1.26

Group VII. All men students engaged in extra curricular activities which, on the average, take more than 100 hours of the student's

time in one year. This list includes the following: (This classification is based on estimates received from a number of students in each activity.)

Associated Students Council	Daily Bruin
Welfare Board Chairman	Feature Staff
Publicity Bureau	News Editors
Head Yell Leader	Managerial Dept.
Y. M. C. A. President	Advertising Dept.
Men's University Affairs Committee	Southern Campus
Varsity Debating Team	Editor
Scholarship Committee Chairman	Sport Editor
Rally Committee Chairman	Sales Manager
California Arrangements Com. Chairman	Associate Editor
Stage Crew Production Manager	Assistant Editor
Stage Crew Chief Electrician	Chief Photographer
Press Club Vode (principal leads)	Managerial staff
Senior Class Officers (Pres. and Treas.)	Advertising salesmen
Junior Class Officers (Pres. and Treas.)	Football
Fencing	Baseball
Gym Team	Basketball
Boxing	Track
Cross Country	Tennis
	Golf

Total number 1016

Average grade 1.22

(Duplication is involved in this and the following two groups, due to the fact that some students have engaged in more than one activity.)

Group VIII. All men students engaged in Activities which, on the average, take between 50 and 100 hours of the student's time in one year. This list includes the following:

Sophomore Class Officers (Pres & Treas.)	University Orchestra
Freshman Class Officers (Pres & Treas.)	Vigilante Committee
Finance Board	Press Club Vode
Welfare Board	Daily Bruin
Y. M. C. A. Cabinet	Editorial Staff
Oratory Team	Southern Campus
Freshman Rally Reserve	Assistant Editors
Rally Committee	Swimming
California Arrangements Com.	Wrestling
Men's Glee Club	Ice Hockey

Total number 517

Average grade 1.23

Group IX All students engaged in activities which, on the average, take less than 50 hours of the student's time in one year. This list includes the following:

Freshmen Debating Team	Election Committee
Publications Board	Stage Crew
Forensics Board	Scholarship Committee
Assistant Yell Leaders	Southern Campus
Senior Board of Control	Department Heads

Men's Athletic Board
Dramatics Board
Greek Drama
Traditions Committee

Satire Staff
Technical Staff
Sport Staff
Art Staff
Photographic Staff
Advertising Staff

Total number 216

Average grade 1.34

Group X. Analysis of Student on Probation.

(Placed on probation for deficient scholarship.)

Total number of students on probation for the years 1925-26 and 1926-27, 692.

(Note: Part of these students were on probation because of grades made the previous year; however, a check on that point shows that the large majority of them were in the same, or similar activities the year before. This is notably true of the athletes.)

Comparison expressed in percentages:

A. Activity and Non-activity Students.

(1) Out of 1202 men students in activities 193 or 16% were on probation. (122 out of this 193 were also working their way thru college in whole or in part. 73 were working 2 to 4 hours per day, 47 working 4 hours or more.)

(2) Out of 2888 men students not in activities, 500 or 17% were on probation.

B. Students working.

(1) Out of 1207 students working 4 hours or more per day, 191 or 16% were on probation.

(2) Out of 1380 students working 2 to 4 hours per day, 222 or 16% were on probation.

(3) Out of 1503 students not working, 279 or 19% were on probation.

Group XI. Analysis of students dismissed from the University for deficient scholarship.

Total number of men students dismissed during the years 1925-26 and 1926-27, 417.

Comparison expressed in percentages:

A. Activity and Non-activity students.

(1) Out of 1202 men students engaged in activities, 71 or 6% were dismissed for deficient scholarship. (Out of this 71, 38 were also working their way thru school, in whole or in part, 20 were working 2 to 4 hours per day and 18 working 4 hours or more.)

(2) Out of 2888 students not engaged in activities, 346, or 12% were dismissed for deficient scholarship.

B. Students working.

(1) Out of 1207 men students working 4 hours or more per day, 129 or 11% were dismissed.

(2) Out of 1389 men students working 2 to 4 hours or more per day, 118 or 9% were dismissed.

(3) Out of 1503 men students not working, 170 or 11 % were dismissed.

Group XII. Men engaged in three or more activities.

Total number 98

Average grade 1.36

Only 11 or 11% of this group went on probation, compared to the 17% of non-activity students on probation. Only 3 or 3% of this group was dismissed for deficient scholarship as compared to 12% of non-activity students.

Group XIII. Fraternity Men.

Total number 1134

Average grade 1.16

(Membership in fraternities or in other social, scientific, honorary or departmental organizations is not classified as an extra curricular activity in this study.)

Group XIV. Students working their way thru the University.

(Outside work has not been classified in this study as an extra curricular university activity.)

All men students working 2 hours or more daily:

Total number 2587

Average grade 1.21

All men students working 4 hours or more daily:

total number 1207

Average grade 1.19

All men students working 2 to 4 hours daily:

Total number 1380

Average grade 1.23

Students not working:

Total number 1503

Average grade 1.19

Group XV. Students Withdrawing from the University.

Total number of men students who withdrew from the University in 1926-27, 202.

Total number of activity students who withdrew, 20. Percentage 3%.

Total number of non-activity students who withdrew, 182. Percentage, 12%.

Group XVI. Students Dropping Courses.

Total number of men students who dropped courses during the year 1926-27, 416.

Total number of activity students who dropped courses, 116. Percentage 18%.

Total number of non-activity students who dropped courses, 300. Percentage, 20%.

Group XVII. Students in the upper one-tenth and upper one-third of all men on the basis of scholarship.

Activity men in upper one-tenth, 10%

Non activity men in upper one-tenth, 10%

Athletes in upper one-tenth 9%

Activity men in upper one-third, 32%

Non-activity men in upper one-third, 33%

Athletes in upper one-third, 38%

SUMMARY OF RESULTS

1. Men students engaged in extra curricular activities made slightly higher grades, on the average, than men not engaged in extra curricular activities. The difference was too slight to be significant.

2. All men engaged in competitive athletics made the same average

grade as was made by men not engaged in extra curricular activities. The men engaged in minor sports made an average grade slightly higher than the average men not in activities. The men in major sports made slightly higher grades than non-activity men the first year and slightly lower grades than non-activity men the second year and on the two year average. (The difference was approximately equivalent to the difference between a grade of C or B in one three unit course for one semester during a four year course of 124 units. This difference is too slight to be significant.)

3. Men engaged in those activities which take the most time (100 hours or more) made slightly higher grades than non-activity men.

4. In the analysis of the figures for probation and dismissal for deficient scholarship the students engaged in extra curricular activities have the best record.

5. The 98 men engaged in the greatest number of activities made the highest average of any group studied, and made a substantially superior record in relation to probation and dismissal for deficient scholarship.

6. A much larger percentage of non-activity students than of activity students voluntarily withdrew from the University.

7. A slightly higher percentage of non-activity students than of activity students dropped courses during the one year period studied.

8. Students doing outside work, taken as a group, or when classified according to length of time spent at work, made as good or better grades than those men not working. Practically the same per cent of students working as compared to students not working, were dismissed for deficient scholarship. In the analysis of students on probation the working students made a slightly better record.

9. Fraternity men made a slightly lower average than that of non-fraternity men, but the difference was too slight to be significant.

10. 10% of all activity students were in the upper 10% of all men on the basis of scholarship. 32% of all activity men were in the upper 33% of the class.

11. 9% of athletes were in the upper 10% of all men and 38% of athletes were in the upper 33% of all men on the basis of scholarship.

DISCUSSION

It is important to guard against drawing unwarranted conclusions from the figures herein compiled. These figures are for two years only. The writer expects to continue to study in subsequent years, until a broader basis for conclusions is obtained. The difference in the grades of the various groups studied are very slight and fluctuate from year to year.

It is also important to remember that averages cover up many extreme and exceptional cases. These exceptional cases appear both among activity and non-activity students. Altho the average grade for activity students is slightly higher than for non-activity students, it may still be important that we strive to remedy those exceptional cases, in which extra curricular activities seem to have caused serious deficiency in scholarship.

One criticism which has been advanced against these statistics and

against any conclusions which might be drawn therefrom is to the effect that students in activities are favored by faculty members in grading. The statement more frequently heard is that faculty members "have it in for students in activities," and do not give them a fair deal. It is certain that as a general rule, both of these statements are without foundation in facts. Occasionally a faculty member is willing to accord the activity student a brief postponement of work, but requires the full measure of work to be done in the end, in order to obtain a grade. Moreover, it is quite certain that if one should ask the average faculty member to name the students in his classes who are engaged in activities, he would not be able to name more than five per cent of them.

It has been suggested that the best students go into activities; that they make their high grades in spite of their activities; and that they would have made higher grades if they had not been in activities. There does not seem to be sufficient evidence to justify such generalizations. The great majority of men in activities are in athletics. It is not the conclusion of those most closely associated with athletics, that we should be justified in assuming that the men who are the best students (judging by past records, or natural ability, or academic interest), are the ones who take up athletics. The assumption has almost always been the opposite, tho it has probably not been based upon any scientific data. Intelligence tests given at Columbia University recently gave the athletes an equal rating with students not in athletics. The conclusion of the writer based on personal observation and the opinions of others in a position to observe, is that there is reason to believe that the athletes get slightly better grades, on the average, than they would if they should drop out of athletics. Students in athletics must meet certain scholarship standards in order to be eligible. The result is that great pressure is exerted upon them to keep up their studies. This pressure comes primarily from their own keen loyalty to their university and desire to participate in intercollegiate sports. It comes also from continuous checking and urging from the coach, whose influence over the student is very great. It comes also from the students who thru a general scholarship committee, and thru fraternity committees, follow the records of athletes and urge them to keep well out of danger scholastically. This system has apparently worked better than any system of checking and urging which the faculty has been able to devise for deficient students. Students in athletics are, on the average, in excellent physical condition which is also conducive to efficient intellectual work, and it is possible that the students who participate in activities in the university, develop a keener sense of interest in and loyalty to the university in all its parts and that they are, on the average, better students as a result.

Another question which is frequently raised may be stated as follows: "Do students in activities seek the snap courses?" A study was made of this question, but it does not lend itself readily to the statistical method. According to a study made in the University of California at Los Angeles, 85% of the students make their choice of a major subject on the basis of a vocation previously determined upon. However

there seems to be a general tendency among students to elect those courses which are easy for them, after having fulfilled the requirements of their major. The results obtained from the study made do not justify any conclusion on the issue. It seems that it is a significant factor.

This discussion, to be complete, must also consider the benefits derived by the student from participation in activities. The amount of benefit derived varies with the nature of the activity. In the case of athletes among the chief benefits derived are the following: (a) the physical development; (b) the discipline of severe drills and training rules; (c) the development of the altruistic and cooperative spirit which sacrifices individual grandstand performance for team play and places university above self; (d) the development of the habit of perseverance which enables a man to continue to do his best in the face of any odds against him; (e) the actual mental training received from the study of athletic principles, signals, strategy and plays; (f) the tendency toward the formation of clean habits demanded by severe training; (g) self control; (h) rapidity of thought; and (i) good sportsmanship.

One student activity, the extent of which is not generally appreciated, consists of editing, publishing and managing a daily newspaper, which necessitates buying materials, letting contracts; soliciting advertising; writing of editorials, summing up important items of state, national and international news; extensive practice in English composition; and the excellent discipline of working under the pressure of an exacting schedule. The training received in the publication of the University year book is similar in many respects to that received on the newspaper. In each case there are too many activities involved to enumerate here.

The student participating in debating and oratorical contests, profits in many ways. He learns to be at ease before an audience. He develops the ability to speak fluently, forcefully and persuasively. He learns to think logically and present arguments in a coherent and logical manner. He does a great deal of studying on the subject of his debate or oration.

Some of the most valuable training received from activities comes to those students who hold offices in our system of Student Self Government. In this system there are the Student Council, which is the legislative body; the president and vice-president, who perform executive functions; the University Affairs Committee which performs judicial functions; the Finance Board which handles a business involving the expenditure of \$150,000 in a year and the careful preparation of twenty budgets; the Welfare Board, responsible for the proper respect for University reputation and ideals by all University organizations and at all University functions; the Dramatics Board, which supervises the presentation of dramatic productions; the Scholarship Committee, which enforces eligibility requirements; the Men's Athletic Board; and many more. These activities if analyzed, will be found to offer much valuable training to students, some of which is similar to actual class room work, Thruout these various activities there is the necessity of organi-

zation. This results in placing many students in positions of responsibility and leadership, where they have direct charge over others. The training received is a direct preparation for similar positions of management, supervision and responsibility in later life. Many resourceful and responsible leaders are developed thru their participation in Student Self Government.

To attempt a complete outline of the benefits received by a student from participation in the various activities is beyond the limit of this study. The few examples cited suffice to show that the benefits are substantial and should be seriously considered. One of the criticisms most commonly directed against universities is that they turn out visionary, impracticable students, unfitted, rather than fitted to take up the duties of the working world successfully. If there is any such tendency, the practical training received by students in activities furnishes one counteracting force.

The university deals with a heterogeneous mass of students, the product of heterogeneous conditions of past training, natural ability, home life, and finances. Under such conditions it would be impossible to install a course of study so severe that the majority of students would have no leisure time. Such a course would not be desirable if it were possible. There must be some leisure time for all students, and therefore, much leisure time for many students, so far as the university classroom work is concerned. When one realizes that great numbers of students spend from three hundred to eight hundred hours a year in working their way thru school, or in extra curricular activities, and that these students, on the average, make slightly better grades than the students with no extra work or activities, one rightly raises the question, how do the others spend their leisure time? Some spend it in profitable ways, but anyone closely in touch with the life of men students, will consider among the benefits of extra curricular activities, the fact that by engaging in them the student has frequently been saved from spending time in other pursuits detrimental to body, character and future prospects.

The material herein presented does not furnish a sufficiently broad basis for many conclusions. They indicate that the students engaged in activities make slightly better grades than non-activity students and at the same time derive substantial benefits from their extra curricular work. They do not indicate that a policy of curtailing student activities should be adopted. It seems probable that some participation in extra curricular activities on the part of most students is desirable.

A brief discussion was held after the above report. The points discussed are all brought out in the report so it will not be given in detail here.

It was decided to discuss each paper in turn before going to the next on the program.

CENSORSHIP OF STUDENT PUBLICATIONS

By Henry Garattan Doyle, Dean of Men and Professor of Romance Languages, George Washington University, Washington, D. C.

This paper finds its starting-point in a remark recently made by a student of a sister institution, a member of the staff of its college weekly, to the effect that the faculty adviser read every word in every issue before the paper was printed. Every sheet of copy, every page of proof, had to bear the censor's initials; and the printers had been instructed not to go to press until the faculty adviser had given his official O. K.

In another recent instance a college president is alleged to have had a secret arrangement whereby galley proof of the college literary publication was submitted to him by the printer, without the knowledge of the staff.

Inquiry of college presidents, deans of men, heads of schools of journalism, and students active in publications, reveals that this sort of thing is fortunately not very common in American colleges. Only in a few cases that have come to my attention do college authorities indicate that they approve of censorship in any form. On the other hand, almost without exception they appear to believe that student editors should be given complete authority, but authority accompanied by the complete responsibility that must accompany lawful authority in every activity of life.

Many of the answers emphasize the fact that censorship is not only contrary to American ideals of free speech and a free press, but also that censorship is bad psychology and bad educational policy. I have had an opportunity not long since to make an experimental test of the psychological effect of censorship in the case of a "razz" sheet published by the George Washington University chapter of Phi Delta Epsilon, the national honorary journalistic fraternity.

The editors believed—and rightly, as events proved—that the suggestion of censorship or suppression would increase their sales. Accordingly the paper was printed with one corner perfectly blank and with a similar blank space taking up about one-third of the editorial column. These blanks were then painstakingly cut out by members of the staff and it was whispered about that I had suppressed an offensive story and editorial. The paper "sold like wildfire" and its appearance was followed by visits to the printer in search of the missing portions, offers of high prices for "unexpurgated" copies—as much as ten dollars a copy was offered—and sales were almost double those of other years.

If this "suppression" had not been a hoax to increase circulation, if there had really been a suppressed story to serve as its background, the results would undoubtedly have been similar but vastly greater in degree. The curiosity of readers would have had something substantial to feed upon, and suppression would have defeated its own purposes, as I believe it generally does.

That censorship is educationally bad seems to be pretty generally

agreed. Even those who are forced to practice it usually apologize for it. If college publications have a place in the educational scheme of things—as I am sure they have—we would not apply to them the autocratic and paternalistic methods of rod and rote that education in general has long since discarded.

The ideal system, my inquiries seem to indicate, is one of complete editorial control by students, with strict accountability for the exercise of that control both as members of the college community and as citizens. Only in this way, in my opinion, will student editors be enabled to develop genuine standards of editorial judgment, discrimination, and taste. As long as standards are imposed by faculty or administrative fiat they are bound to be educationally and psychologically unsound and to be accepted by students grudgingly, if at all.

On the contrary, if such standards are developed from within, they will have every prospect of being sincerely applied and scrupulously maintained.

The suggestions, however, do not imply that there ought to be no contact whatever between student boards of editors and deans, faculty, advisers, instructors in journalism and what not. Far from it. Indeed, I believe that student editors will seek such advice and will appeal to maturer judgment to a far greater degree when such consultation is voluntary and spontaneous, than when they feel that the adviser or censor is their natural enemy and that it is part of the game to trick him by any legitimate—or illegitimate—means.

Of course editors will frequently not accept this advice. That must be expected. Sometimes I am afraid events will prove that they are right in not accepting it, that they are wiser than the adviser. In any case, they should be free to accept or reject it as they choose, with the understanding that they accept full responsibility for the outcome.

The advantages of a system under which frank, friendly, and intimate conference between student boards and university officials is substituted for arbitrary and autocratic control, so far outweigh the disadvantages due to the inevitable and sometimes serious mistakes that editors will make, that I am convinced we ought to take the chance courageously for the sake of the greater good. Unpleasant incidents are bound to happen, but they are part of the price we must be prepared to pay for what I am sure student editors will ultimately accomplish; the development—by the trial and error method—of sound and acceptable journalistic standards.

I have had an interesting communication on this point from Mr. H. N. Higinbotham, formerly editorial chairman of the Harvard Lampoon, from which I am going to quote:

“I can say that we have had no faculty intervention during the last five years in connection with the Lampoon. This does not mean that there have not been instances where faculty intervention would have been quite justifiable. Three years ago we issued a parody on the Literary Digest which met with the disfavor of the police and we were prohibited from putting it through the mails, because of a picture which was considered by the police to express unpatriotic sentiments.

Slightly over a year ago the Lampoon was involved in difficulties,

because of its Princeton Game Number, which were somewhat embarrassing to the college. I can say from my own experience in this connection that the lessons which one learns in such affairs are far more valuable than what would be gained through student publication censorship."

One of the most difficult problems of college journalism is of course the so-called "college comic," which is sometimes the journalistic outlaw of an otherwise respectable campus. It is my opinion that current misconceptions, both inside and outside of educational circles, with regard to the conduct and morals of college students are often primarily due to the impression given by a few so-called "comics." The emphasis upon alcohol and sex in would-be "funny" magazines has done more to give decent college men and women a bad name than any other single factor. No one who is at all familiar with the fine boys and girls who constitute the great majority of our student bodies is willing to admit that the picture of them given by certain "comics" has any substantial basis in fact. Whatever foundation may exist—if any does really exist—for the distorted and gross caricature of college life given by these "comics," is undoubtedly due to attempts on the part of unthinking and immature students to be "collegiate," as misguided readers of these publications sometimes conceive of the term. It is a pity that these "comics" should ever be accepted as genuinely representative of college life, and doubly a pity that college students or officers themselves should ever so accept them.

Most of the difficulty here, I believe, is due to misplaced emphasis. Ten or fifteen years ago a college student who was arrested appeared in the papers under "Arrests" and was handled in a minor way by the regular police reporter. Today he is "front-page stuff" and rates a "scare headline." This is probably partly due to the misrepresentation of college life and morals to which I have referred, and partly to our heightened interest as a nation in education, and particularly higher education, in all its manifestations.

College editors realize that a wrong impression of college students is abroad. This is evident from discussion at the meetings of college journalists, for instance, at a recent meeting at the University of Washington in Seattle, the Western Association of College Comics went on record as opposing the popular notion of college men and women as dissipated youths, and even went out of their field to attack college moving-pictures which emphasize the "sporty side" of college life, on the ground that such films are unjust and untrue to life. The Eastern Association of College Comics several years ago had a discussion and criticism of the prevalence of "jokes about girls walking home, petting-party jokes, and gin-flask jokes." Mr. Higinbotham of the Harvard Lampoon, already quoted, was then president of this association, and declared that "there may be girls like the pictures and jokes in the humorous magazines, but they don't have dates with us." Other college editorial associations have had similar discussions.

In conclusion, let me repeat that I am in favor of giving college editors complete authority combined with accepted and acknowledged responsibility. I am sure that they will learn to exercise their authority wisely in the main and will develop more tact, good taste, and dis-

crimination under such circumstances than they ever would under a repressive system. Furthermore, they will realize that decent journalism pays. This is shown by the editorial and financial success of the New York Times, with its consistent policy of "All the news that's fit to print." I have seen another striking instance of it in the recent experience of the Washington Evening Star, which publicly announced that as a protection to its readers it would not print the harrowing details of the horrible Hickman murder case. This step, I am sure, did not cost it one penny in advertising or circulation receipts and gained it general commendation and many new friends.

College editors are likely to be among our most intelligent students. Occasionally a freak appears among them—one of those "advanced thinkers" of whom someone recently said that "they imagine that they are emancipated, when they are merely unbuttoned." In the long run, however, I believe that college editors will be just as quick to realize and accept their moral responsibility to their constituencies as editors of city dailies. In the long run, I believe that their natural idealism and desire to do worthwhile things—to my mind their dominant motive even in their worst mistakes—will help them to see that decent journalism, constructive journalism, not only pays in the financial sense and in terms of prestige, but that it also brings those more fundamental and durable returns that are without price—the satisfaction of the creative impulses of American college youth.

DISCUSSION AFTER DEAN DOYLE'S PAPER

Dean Rienow: What do you mean by tacking responsibility on the editor?

Dean Doyle: Editor should be punished.

Dean Rienow: Who would punish him? Is there a law as to what a student editor should do or should not do?

Dean Doyle: I would suggest that every one should work out their problems in their own way.

Dean Rienow: Unless there is some cooperation between the students and faculty a student may be punished for something which he thinks is all right.

Dean Doyle: We should not abandon contact but should develop a friendly contact.

Dean Rienow: I would hesitate to say that I would approve having the student publication entirely released from any censorship. At the University of Iowa the Sigma Delta Chi's have been getting out a sheet called Poo Poo Hooey. It has been a pest in many ways. It has been made to sell. The pictures that have been placed in it have been fixed up as scenes from sorority houses and it is a very crude affair. There has been no censorship previous to publication but considerable afterwards. The sheet goes out over the state and the Methodist Sewing Circles get a hold of it and the University is condemned for it. We have raised hell but they keep on publishing it.

Dean Doyle: Why did you not bump them the first time they did it?

Dean Rienow: We argued and remonstrated with them and tried to tell them the right way. But I do not know what boys think is wrong now a days.

Dean Clark: I agree with everything that has been said in the paper. Our publications have been managed for fifteen years under a publication board. We have never censored anything but we do give advice. I have been a member of that board all these years, was chairman for a while when last year my age made me turn the matter over to the young men. We would not suffer with the students as Dean Rienow indicates. They would be dismissed from the university the same as for other things and I would not call that censorship; that is getting rid of a man without high moral standards. I feel I know what boys are thinking and doing now and they did dirtier things forty years ago than now and were dismissed from college then as I think they should be now. Every week or two our editor asks us if it is wise to publish things. Sometimes he takes our advice and sometimes he does not.

Dean Rienow: I call that censorship.

Dean Clark: I think you had better go to a dictionary and look up the definition for censorship. The editor asks us questions because he is a gentleman. He does not want to do a thing that is indiscreet or unwise. I take him on the basis of the things he wants to do. He brought to me pictures and suggestive sentences and asked me if they were fit to put in but he did not always take my advice. The editor cannot take wholly the responsibility because the Methodist Sewing Circles very often hold the administration of the university for what the student does and says. I should think it wholly unwise to say to any editor what he should do. I think it is wise to hold them for what they do and dismiss them for being vulgar the same as any other student. I should not call this censorship any more than dismissing them for stealing

Dean Blayney: Have you ever dismissed any student for anything of this type?

Dean Clark: Yes.

Dean Blayney: Does the student body look upon that as censorship?

Dean Clark: Twice in fifteen years we have done this and we have had the approval of the student body for doing it. The University did not do it. The Student Board did it which is made up of three faculty members and four students. We removed a man from office for bad judgment and incompetency. He was the editor of a humorous magazine and which I feel does give me more trouble than any other magazine. The other case was of a literary magazine which published an article indirectly libeling citizens, officers and students of one of our towns.

Dean John D. Clark: I personally have handled two cases within the past three years at the University of New Mexico. The next morning after one of the publications had come out I called the editor into

the office and talked to him about one of the articles. He did not know what he had done as he had clipped the article from another college paper. He was willing to do what was right and apologized in such a way as to satisfy everybody. The other case was of badly libeling a young woman in one of the publications. The editor said he had no intention of taking this particular girl but the description fitted this girl exactly and every one thought the article referred to her. She was so unhappy and humiliated she stayed away from her classes. He was told he had injured an innocent girl and would have to retract what he said if he stayed in the university. The young man was one of these advanced thinkers and he wrote up an apology in the language of an advanced thinker. He was then told to apologize in plain language and he did. Later he retracted the apologies.

Dean Bursley: I would like to ask how many colleges have these so-called razz sheets which they allow? We had one several years ago, the last one appeared four years ago. We got track of it before it was distributed and confiscated it. We do not have very much trouble with the regular publications. I do think that these so-called razz sheets which come out occasionally and are not sponsored by regular groups should be suppressed. Not censored but cut out.

Dean Clark: Ours is funny.

Dean Ripley: The last one we had the Board of Regents expelled ten men.

Dean Doyle: In regard to these razz sheets I would like to make a statement for Pi Delta Epsilon, a national honorary journalists fraternity. Sometimes local chapters of the fraternity will tell college officers that they are to get out these sheets. This is not true and these sheets are condemned by the fraternity.

Dean Heckle: We are making a mistake by using student publication in a general sense. We should differentiate between them. If the student comic sheet becomes vile and not funny it may be well for us to have nerve enough to abolish them entirely. It is a necessary thing for students to blow off steam. I think the students have a perfect right to give an expression of serious opinion on certain courses. At the University of Missouri they have been running a series of articles on good courses and poor courses. Some of them have not been very complimentary to some of the members of the faculty but have been very wholesome. We have absolutely no censorship whatever of the student paper. A Board was organized with that explicit understanding. When the comic sheet became vile they learned that that would mean to abolish it. Since then it has been very funny and it advertises and makes money.

Dean Sanders: I am wondering how many schools here have editors and managers sharing in the returns of these publications and if that is a real factor. At our place it is on a percentage basis.

(Receiving a commission based on percentage. 8.)

(Specified salary. Majority.)

Dean Goodnight introduced Acting President F. B. R. Hellem of the University of Colorado who made the Address of Welcome.

Dean Goodnight: The following committees have been appointed:

Committee on Time and Place of 1929 meeting: Dean Doyle, Dean Moore and Dean Edmondson.

Committee on Nominations: Dean Bursley, Dean Clark and Dean Worcester.

Committee on Resolutions: Dean Coulter, Dean Dawson and Dean Heckel.

After a few announcements were made by Dean Worcester the meet-adjourned.

SECOND SESSION

The Conference was called to order at 1:45 p. m. by Dean Goodnight.

Dean Blayne of Carleton College presented the following paper:

COLLEGE DEANS AND THE REPORT OF THE CARNEGIE FOUNDATION

Whether justly or unjustly, those administrative officers of our institutions of higher learning who have to do largely with men students are too generally regarded by the public, and even by many of their own colleagues, merely as disciplinary officers. Even in those colleges and universities where matters involving discipline are disposed of by a committee, deans, especially deans of men, are quite universally considered as being primarily interested in business and administrative, rather than in scholastic, matters. Nothing should be farther from the truth if those deans having to do with men are to rise to the full height of their educational opportunities.

May it be true that the more practical side of our profession has led us occasionally to devote the greater part of our discussions to the disciplinary and social side of the multifarious duties of our peculiar calling, thereby giving the impression that we are little interested in more fundamental things? Have we not perhaps become entangled in a vicious circle of cause and effect? Are we not prone at our conventions at times to neglect the seemingly less immediate questions involving the QUALITY of the educational process, because social and disciplinary questions of student life have projected themselves with such overwhelming insistence upon our activities and attention? But, is not the converse equally true? Have not disciplinary and social matters occupied our minds rather exclusively because we have regarded them as of fundamental, practical importance, leaving questions pertaining to the quality of our educational system, as being of a more theoretical and pedagogic nature, to committees of colleagues who may be willing to sacrifice only a small portion of their time otherwise exclusively occupied with teaching or research to these very important matters? Is

this good for the common cause or well for our own administrative souls?

College deans, in my judgment, should form, as it were, a part of the shock-troops in the great struggle against inefficiency and superficiality in higher education. By reason of their strategic position of close contact with undergraduate students, they should know, better than other members of college faculties, that the complicated machinery of disciplinary measures and of social devices so familiar to us, has become increasingly intricate, and imperative, in direct and sure proportion as the curriculum has become illogical or superficial and scholarship of a low order.

In my judgment this body deserves the gratitude of American education by reason of what its members, past and present, have done and are doing for the cause of higher education in the face of almost impossible conditions. But we have permitted these conditions to relegate us, in the judgment of too many of our colleagues, to the position of sort of handy-men-about-the-house or of plumbers of a hotel or of traffic cops, most necessary personages when a disagreeable job is to be done, a leak stopped or traffic disentangled, but at other times rather negligible quantities—useful but not particularly ornamental. Ours the more mechanical and business end of the educational process. And (to continue the plumber comparison) our job at times might well daunt less courageous souls as we contemplate, often in dismay, the mass of old and rusty plumbing and the mob of reckless guests the architects and managers of the educational edifice have permitted in their outwardly imposing structure. Is it not time that college deans promote themselves at their annual meetings from the job of mere plumbers—stoppers of leaks and repairers of conduits—and sit in, not as mechanics merely, but as consulting engineers on the board of architects who in the next few years will be called upon to reconstruct a goodly portion of this edifice of American higher education—especially its plumbing system where the waters of life most flow or the guests perish.

Or, to employ another comparison, the American body educational has, in recent years, been befallen by diverse accidents and maladies. To effect a cure however, there will be imperatively required much more than soothing lotions and the deft hand of first aid so much in evidence now. We are beginning even to find that we cannot keep the patient's mind longer distracted from himself even by the employment of costly entertainers or by games of prowess in great arenas. We have had some success with this method of treatment it is true; but it is like treating gout with a red-hot poker applied to the patient's back—effective but temporary. No, our patient will require the skilled hand of a bold surgeon. And to college deans who could be diagnosticians of no mean order, due to their familiarity with campus maladies, remains the high duty of being among the first to call for surgical aid.

I have realized that intimately as we are concerned with curricular process by reason of the serious results which we, by virtue of our offices, immediately perceive in the form of disorganization or restlessness in the student body, many of us have not had the time or opportunity to attempt an orderly investigation of the subject. Fortunately,

however, for American higher education, the Carnegie Foundation has for several years been engaged upon an exhaustive study of this problem and has just published its findings under the title, "The Quality of the Educational Process in the United States and Europe." I have thought I could render no greater service than by assembling for our use a few of the facts and findings of a report which I hope and believe is destined to accomplish as great changes in the quality and organization of Academic education as was wrought in the field of Medical education by the preceding great report—that of Dr. Abraham Flexner, eighteen years ago.

The following is a digest of the seventy-five thousand words of which the report consists. Manifestly it has been difficult to condense such an extensive study into the limits of a paper such as this. I trust, however, that, disappointing as the result of such condensation must necessarily be to one familiar with the full report, it will suffice to emphasize some of the more important questions raised by those whose labors are reflected in this most important contribution to the literature of the subject. I have permitted myself only slight changes in connecting words here and there where necessary omissions have been made, in order to render the reading smoother. Great care has been taken not to permit omissions or connecting words to change the sense.

What has brought it to pass that our schools and colleges today are literally overwhelmed with persons who neither can learn nor desire to learn? Undoubtedly it has been the very estimable wish to confer on as many as possible the advantages of learning—spiritual, social, and commercial—and the belief that that end can be attained by luring them into and through such schools and colleges as we now have. What, however, has been the result? As attendance has relatively increased, the average of ability has sensibly diminished, and the will to learn was weakened still faster. Instead of keeping our best notions of education virile and inventing new forms of training appropriate to the ideals and capacities of the newcomers, we have clung to a unity that has long since betrayed us and have thereby sunk to obvious mediocrity. Released from genuine intellectual demands, an abounding student energy has raised a crop of general activities that have not only subordinated the main task, but to a very great extent, both in student and in public opinion, have assumed the crown of sanction for the whole process: We bewail the fact and seek to "regulate" student activities, without perceiving that if what we still believe to be the major operations were convincingly carried out, the others would of themselves fall into the proper perspective.

The report then takes up the conditions reacting to the disadvantage of the pupil in the secondary schools of the United States, which they sum up as follows:

1. The schools are enormous. In a city like New York the enrollment in a single school may run to over seven thousand pupils.
2. The schools are non-selective and undifferentiated with respect to the quality of the pupil.
3. The curriculum is a rope of sand, without texture or organization. Effective education through related ideas is thereby sacrificed to the mere registering of information.

Convinced that knowledge is power, we have assumed that presenting information is identical with conferring knowledge, and have hastened to make broad this easy and royal road to an educated democracy. Information on almost any subject can easily be formulated into units. And it is possible for a mind even of very limited powers, if

socially docile, and inspired by filial duty, personal pride, commercial advantage, or any one of a dozen other extraneous motives, to take in and give out this information in recognizable word or paraphrase without seriously knowing or caring what it is all about. This is positively all that the school, and usually the college, requires, and of this it asks but a fraction—sixty per cent. For fear of evaporation the process is checked up at once—daily recitation, written review, monthly test, and term examination. These concluded, responsibility ceases, and “credit” is recorded of which no future misstep, even though it discloses total ignorance, can ever deprive the pupil.

4. The teaching staff, while composed of admirable men and women, is not a staff of scholars.

The report then discusses the situation in the secondary schools of Europe:

The Mainspring of education in Europe is an immemorial reverence for learning.

Higher education, therefore, is planned, not with a view primarily to securing the satisfaction of the individual, but with the purpose of selecting, first, those who are competent and worthy to cherish the human heritage in learning and to add to it; and second, those who may be made skilful in appreciating and applying it in the guidance of human affairs.

The contrast at this point with the American theory and practice is striking. The European secondary school fixes a high mark toward which each aspirant rises just in proportion to the force and quality of his individual capacity, which is abundantly tested in the process. The American in his single, all-embracing, low-standard school invites every one to come in and enjoy an experience that will distinguish as little as may be between those of high and low mental qualities. In one case graduation is a standard held above the mass to which a few may attain by reason of pronounced ability and keen effort. In the other case, it is a standard placed below the mass to exclude the few who are notably incapable.

In contrast with the European perspective wherein all education receives its tone from the habitual focus on excellence at the top, secondary education in the United States is to-day pivoted unmistakably at a point about midway toward the bottom. The cult of the average determines not only the spread but also the quality of our education. Our ideals exhaust themselves freely in the brick, mortar, and equipment of our school buildings, but are not permitted effectually to invade educational processes or to modify their product. Indeed, the attention that the European has lavished upon his most gifted pupils we have largely focused at the other end in endeavoring to bestow the blessings of the average on the feeble-minded.

With us in America has come the inevitable attempt to justify procedure on social grounds: it is discovered that after all the intellectual aspect is unimportant, the real object is in some way to make good citizens by means of a great variety of extra-curricular activities that shall interest the youth and keep him happy. Education thus becomes anything that a pupil does in school in this mood and therewith reaches its nadir of abject sentimentalism.

Continuity, class unity and background, the sense of a clear road behind and ahead, of commitment to a serious intellectual undertaking, all disappear in this mincing knowledge into the small, equal, and independent credit units which serve as counters in the game of going through school. One hears the cry of the shops: “Save your coupons and get a diploma!”

The English school takes care lest a symmetrical educational structure be left without a roof; the American school offers a selection of portable one-room cabins of uniform size and shape, and urges the pupil to try as many of these as he pleases.

The conception of a democratic education as one leveled to a color-

less mediocrity is a grotesque an interpretation of democratic principles as a state of health in which abounding vitality in those who can acquire it is deprecated on the ground that only average health is fair to the community.

Manage sports as we do our studies: minimize exact achievement, and measure a contestant by his "effort" not by his success; invite a pupil to compete chiefly "with himself;" make up teams alphabetically instead of by rigorous selection; keep chronic failures away on the squad; finally, to every one who can jump the bar at two feet give the same medal as mark of the finished athlete, and the significance and exhilaration that now attach to these exercises would rapidly ooze away. The frank objectivity that we put into sport, the European puts into head work, and makes it engage the best powers of each pupil; we sentimentalize our education, and the youth properly finds his own inventions more important.

It is complained of our communities that they despise the expert adviser, that their ideas of civic welfare are often blurred by superficial prejudice and prepossessions. Yet it is difficult to understand how any other condition can obtain if our citizens pass through a school where excellence is not distinguished, where the stupid discovers no clear reason to respect the wise.

After this very brief summary of the first portion of the report we turn to Part II which discusses the quality of education for intellectual pursuits in the United States and in Europe, i. e. college and university education:

The aspects of American education unfavorable to the suitable preparation of intellectual workers are:

1. Loose correlation of school, college and university. As conducted in the United States, the combination school-college-university whereby intellectual workers are prepared is a triple affair, in which the parts are operated virtually without reference one to another.

2. Incoherence, duplication, and waste in the present organization of school and college.

3. A misleading intellectual objective. Instead of putting directly to the student the real problem that should engage him, the American school and college puts foremost the mechanical task of taking sufficient hours of lecture or recitation to secure in four years the "credits" required for graduation.

No central educational purpose appears; he is actuated rather by a series of immediate ends to be pursued, most of them quite irrelevant.

Students who would be hopeless in coping with a real intellectual task have little difficulty, by skilful selection of courses and instructors, in accumulating term by term the "credits" necessary to keep themselves afloat.

4. Effect of failure to demand that the student prove his ability. The European is invariably amazed at the characteristic feature of the American school and college system whereby no thorough and revealing account of what has actually taken place in the student is ever demanded. It is assumed that this is cared for by the accumulation of "credit" along the way, and the student stands forth at last an alleged synthesis of virtues acquired by taking scores of courses with their petty tests that constitute at once their own goal and a complete release from all further responsibility. Concerning what he knows of the content of these courses when all is over he is hesitant if not speechless.

5. Ineffective preparation of those chosen to teach.

THE EDUCATION OF INTELLECTUAL WORKERS IN FRANCE

The twelve years, more or less, of converging training are surveyed from beginning to end as a whole, each portion of which makes its suitable contribution to the finished fabric. The first four years furnish a rough body of knowledge and aptitudes which the next three deepen

and consolidate into a mass of ideas constituting the student's "general" equipment; the five or more university years bring strictly professional training within a limited field. Here nothing is incoherent; a pupil may choose the broad directions of emphasis that best suit his mind and inclinations; classical or modern literature or mathematics and science; but within those lines his work follows a fixed order of continuous development under instruction by masters who are expert scholars. Whimsical and haphazard elections disappear.

Coming as they do at the end of a relatively long period of preparation, all French examinations are conceived as tests of intelligence operating over a broad perspective of coordinated knowledge rather than as attempts to check up a small body of new ideas without roots and without relationships.

From the kindergarten to the B. A. degree the American, if examined at all, is examined only on what he has freshly in mind in each subject from the study and lectures of the few previous weeks.

To a Frenchman, this seems curiously like being commissioned to build a house, and then when brick and stone, wood and iron, cement, sand, and paint have been brought together in carefully checked piles, asking for a quittance on the ground that the house is finished. The familiar apology of the American graduate: "I didn't learn much in college, but I know where to find things," is close to the truth.

THE EDUCATION OF INTELLECTUAL WORKERS IN GERMANY

The nine years spent at the Gymnasium of its sister institutions are intended to discipline the pupil to systematic and productive thinking, to introduce him to sound methods of intellectual procedure in the various fields of knowledge, and to equip him with an adequate body of trustworthy general information which he has thought and assimilated. His final examinations test his "ripeness" to proceed with this equipment to the study of the special activities in which he proposes to engage.

"Credits" or "hours," or any unit whereby a youth may climb a numerical ladder of achievement, nowhere appear in the process. Term or semester examinations, as the American knows them, for the purpose of checking up fresh information and assigning "marks" do not exist. Each written task is an educative exercise set primarily to develop the intellectual power of the pupil by asking him to incorporate new material into the old background.

The German student, on the other hand, designs and treads each step of the way himself, and brings his six years' labor finally to a focus with the whole mass of ideas untangled, organized, and ready for inspection. The power and will to put one's self through this process successfully, whether in college or university, are in European judgment the best criteria of an intellectual education that have as yet been discovered.

We on the other hand, are leading our teachers further and further from the concern which in Europe is central in the relation between the teacher and his charge. That concern is not with the question "What facts can this pupil give back?" but with the question "Can he think accurately and resourcefully in this field of ideas?" We hopefully put all possible ingredients helter-skelter into the hopper and trust to luck for the result.

THE EDUCATION OF INTELLECTUAL WORKERS IN ENGLAND

Like other Europeans, the Englishman sees in his education a problem that is essentially architectural—an intellectual structure to be reared, rather than an executive program of unrelated tasks to be discharged, checked up, and forgotten. Ideas must be retained, worked over, and knit together into some sort of whole before education may be said to have taken place. He believes that only such considerable units furnish a secure basis for further education, and that the power to construct them is the essential characteristic of a trained intellect.

Once begun, practically all subjects are continuous or sequential

through the first five years, or until the first examination. The material acquired carries over from year to year as a matter of course.

Thus at the beginning of each of the two stages of his university career the English student hangs up before his mental vision a clearly elaborated picture of the entire end to be attained. Nothing that he does need be purposeless.

One does not take—one enters a course and proceeds, with certain general directions, to appreciate and interpret anew an intellectual fabric that preceeding generations have created. Instead of taking only elements that appeal on special grounds, one must deal with the whole as a substantial problem of intellectual enquiry. Such a conception makes strongly for a finished result. A partial course, being fruitless, receives no recognition by the university. If one begins one must go through, and one is disinclined to begin this sort of task unless disposed to succeed. There is therefore no such appalling student mortality as with us.

The tutorial system of Oxford and Cambridge is to well known in this country to require minute description.

Of course the American university does this like-wise. Our schools are scoured for promising candidates, who when they are safely landed, are turned over to the most remarkable tutorial organization in existence, exemplifying in high degree all the elements enumerated above. Unfortunately, however, this commendable treatment is confined to athletic material.

With us, at least in the better institutions, admission to college is likely to be the most critical stage in the academic operation. Once admitted, almost every discreet and willing student is or might be borne through automatically; and once through, he enjoys whatever prestige the degree of his particular college may possess.

The English university approaches the whole matter from a different point of view. Admission is a question of relatively minor importance.

The work done by the student is so completely free and individual that the term "standard" could scarcely be applied. His tutor sees him from time to time, reads or listens to what he writes, and gives him written tests.

Under such circumstances, the examination (several years off) necessarily becomes the measure of all things, and in respect of "standards" it performs the function of several grades of American college rolled into one. At the bottom of the scale is a "pass" group reading leisurely or being coached for an examination much simpler than that of the "honour schools." This is the traditional provision for men of wealth or distinguished family with large prospective responsibilities who are not natural students.

Above the pass men the scale of values ranges at Oxford from a fourth to a first-class achievement in an honor "school," i. e., examination. These designations differ considerably from a simple mark of A, B, C, or D that a student might earn in a final test with us. The examinations in a single "school" consist typically in a group of from eight to twelve three-hour papers.

As implied in the foregoing discussion, the final examination is taken seriously as an integral part of the educational process; to omit it would be to cut the nerves of the preparation that has gone before. It is a consummation of achievement envisaged from the beginning, rather than an afterthought important only to fix certain fractions of credit.

Academic distinction as a guarantee of success in life has been traditionally discounted in the United States not because of a lack of brilliantly successful men who did well in college, but because in a mechanical system so many who are without genuine intellectual ability are rated as high as the best.

In Europe a student with a definite aim chose freely from freely given courses those that he needed; with us the separate "departments"

among which the curriculum was perceived out embarked upon a competitive campaign to capture students who had no aim.

By dividing the year into four quarters, by dividing all knowledge into convenient quarterly bits, and by rounding off and sealing for preservation each bit with a test and a credit, a system was devised whereby, for any one who had come up through the schools, an education, or at least a degree, became available in the form of interchangeable credit units taken in a very liberal order, at any time, for any purpose—the “universal” college course.

So completely had the credit system gripped American institutions that it seemed not long ago as though a profound upheaval would be required to break its hold.

A change is inevitable. As we see more clearly the need for national consolidation and for a definition of intellectual values with which we are willing to stand before the world, we must create conditions that will favor a new type of education.

If the college is to be something other than a socializing vehicle for the whole population, it will have to formulate and provide its students with clear intellectual aims and then adopt a procedure that befits them—a procedure that will completely differentiate it from the institution that goes before. Instead of spending its early years in querulously doing over or supplementing what is undeniably a part of secondary training, and its concluding terms in a vague conflict of purposes at best only half comprehended by the student, it should recast and unify its entire process. It should define and emphasize at the outset, as contrasted with the school, the different thing for which it would stand, and proceed in the expectation of eventually pointing to a result that is defensible as a definite and, again, a demonstrable intellectual advance.

Let us put our minds on the nature and scope of this task; then let us dispense with “credits” and talk in terms of education instead of a jargon of the market which makes us forget what we set out to do and for which we must continually apologize.

Harvard College, like most colleges in the United States, admits all beginning students to the same freshmen status. The changes of the past two decades introducing, as they have, a general examination in a field of concentration to be chosen at the end of the first year, have resulted in converting this year into a period of trial and diagnosis before the student undertakes with his tutor the responsibility of study independent of his courses.

Swarthmore College admits to a special honors group those who show in their courses of the first two years a definitely marked intellectual capacity. Such selections now number about forty per cent of the third and fourth-year students. They do work independent of courses for a final general examination while the others take the regular curriculum.

This is the only type of procedure that Europe has to suggest for conducting the process of higher education. The periods of study are usually considerable, and the subjects or groups of subjects are comprehensive, since it is in dealing with a large and difficult mass of material that the mature student aspires the most desirable elements of his education. The examination is thorough. It places the largest possible demands on the constructive powers of the candidate in order that it may dominate and focus his preparation on the development of the finer products of thought. This is conceived to be education, and the examiners ask in the same terms, at a definite time and place: “Has this been achieved?”

Our universal concern with the “unit” and the “point” has made it difficult for many to think of education in other than quantitative terms. Quality is an element that we admire and approve but hesitate to touch in comparison with the comforting security of “credits;” our pupils and students catch the cue at once and do the same. The system is regarded with amusement and incredulity abroad. It has been on trial for many

years, and neither in theory nor as exemplified in its effects upon Americans who go to study in other lands, can even the most intelligent European there or here find reason for regarding it as other than absurd.

The immediate outcome of such a revolution in an institution may be foreshadowed with fair accuracy. The students, shaken out of the cradle of conventional credit courses and deprived of the bottle-feeding hitherto accepted as their natural lot, would be compelled to define their own problems and would begin to think. Many to whom this would come intolerable would retire—an automatic solution of one of the college's acute problems. The professor, relieved of petty crediting, would find himself beset with innumerable opportunities for genuine education—that is, with a pressure toward intellectual work rather than a tolerant indifference or a definite distaste. Some foresee from such a change a loss of attendance in favor of competing neighbors. Such fears are certainly unfounded. Intelligent and ambitious American youth would be the first to sense the difference between the genuine and the spurious intellectual opportunity, and the American public, as on other occasions it has abundantly shown, would back courage and sincerity with its approval.

Disconnected and fragmentary as this digest of the report may have been, I trust it has enabled us to grasp its salient points. There are those who will feel that its criticism of our system are too severe. There will be others, as there always are, who will resent the imputation that it is possible for us to learn from the Old World; while extremists have even suggested that anyone finding anything better in Europe than here should "go to Europe and reside." Needless to say such arguments and statements are not merely beside the point, but do not reflect the best judgment of the majority of our thoughtful and progressive educators. I am quite sure that the experienced members of this association stand ready to admit that, so long as our better students are subjected to the thralldom of a mechanical system of grades, credits and will be almost criminally unfair to earnest and ambitious students who, have little interest in college education, our system of higher education will be almost criminally unfair to earnest and ambitious students who, after all, are the highest hope of our country. And furthermore, I think we shall all also agree, that just as long as we continue to cling to our sadly outworn mechanical system, this association will continue to concern itself very largely with the chores of college administration, namely, discussing what is to be done with the indifferent or unintelligent student to keep him happy, measurably good and, so far as possible, busy. This should not be the primal duty nor chief interest of administrative officers, and will not be when we recognize, as we should, our system of higher education.

We in America have made excellent and important contributions to the course of higher education—so many in fact that we need not be ashamed to admit that our system has some grave deficiencies. Two of these should be remedied and without delay. First, our present mechanical means of securing a diploma by accumulating a certain amount of but casually related scholastic chips to be cashed by the registrar at short intervals before the information they represent evaporates, must be replaced by setting before the student a definite intellectual goal to be attained only by logical thinking and sustained, constructive effort, thus challenging the highest ability of the most intelligent youth of

America: And secondly, the careful evaluating of such ability by a comprehensive final examination not by terms or semesters, but at the conclusion of the college course, and not to test the students fund of scattered information but to give him the opportunity of proving that he can think and reason logically. Until these revolutionary steps be taken, American institutions of learning will not only be deluding themselves, but what is infinitely worse, in the midst of an almost criminally wasteful expenditure of vast sums, will continue to deprive our intellectually strongest youth of the opportunities and advantages of that significantly intellectual training which is their birthright and should be their highest possession.

DISCUSSION

From Floor: The report has been reviewed so well that it is almost convincing but I do think there are certain questions that may be raised concerning it. I do feel that America accomplishes some things in her colleges under the present system.

Dean Blayney: This report should not be understood as criticising American institutions of learning. I feel that we as a body ought not to criticise American education as a whole but I do think that we should do something at a meeting of this kind that we as Deans of Men in close contact with these problems recognize that we have gone too far in the mechanical part of our educational system.

Dean Graber: Our Rhodes Scholarship men in Oxford have made very good records. Our men who have gone to German universities have also maintained a high standard, which is indicative of the fact that American students can. A great many of our men who have worked out their doctors degrees in German universities have acted as tutors to German students.

Dean Blayney: I do not believe that the report means that we do not produce some students who compare favorably with the European students. The fact that American students act as tutors to German students is very often true but you will find that they are tutoring them in the English language.

Dean Hershey: I agree that we need a readjustment. I think that we might produce some scholars in the type of examination given at Harvard but the suggestion that comes from a rather casual reading of the report is that we fail to accomplish anything in America.

Dean Turner: There has been a book published recently by John Benn which is well worth reading and it points out clearly some of the things discussed here.

Dean Miller: I have heard this same topic discussed a number of times the past few years. It seems to me that we have yet to have a study that will justify these severe criticisms of our system on comparison of the results accomplished. I feel that the results accomplished by the educational system in this country measure up well with those accomplished in other countries.

Dean Goodnight: The graduate school at Harvard has abandoned the examination for Master of Arts Degree. We still have it at Wis-

consin. In our graduate school of 800 we have 400 who graduate each spring which is too much of a jab on the part of the graduate faculty.

SYMPOSIUM

The symposium was opened by Dean Thompson on methods of creating special opportunities for gifted students. Honor courses, scholarships, prizes, awards, honorary societies, recent experiments in methods of instruction.

I feel out of place here as I am really just a student of this problem. I think the Chairman must have put his hand in a basket of names and happened to draw out my name. I am very much interested in this subject and it heartens me a great deal that so many institutions are studying this question. My institution is very much concerned as to what is going to happen to us.

Dr. Baly and Dr. Irvine, both British chemists, in discussing the relative ability of men in research in British universities find that there are three types of men doing research: those who have had strictly scientific training throughout the four undergraduate years; those who have had two years of scientific training; and those who finish the regular liberal arts group and later take up research work in Chemistry. Of the three groups, these eminent scientists believe that those men go farthest in research and in achievement who have had four years of academic work.

In the case of graduate students in Chemistry, it has been found almost unanimously in my experience that those men who have had a lesser amount of Chemistry and a more comprehensive liberal training will in general have more initiative, outline their problems more comprehensively, and summarize their material in a good, concise shape.

I am heartened by your study of these problems. I would like to have Dean Goodnight of Wisconsin discuss the Experimental College in Wisconsin. The University of Nebraska has been thinking about these matters for one and a half years. We used as a suggestive outline for our study the book "The Arts College" by Kelly. The University of Nebraska this present year is offering a course in which a student may take subjects which lead to a degree with distinction. A general comprehensive examination is to be given by certain selected professors. If such a student shows he is competent to omit any regular routine in German, English, or any other subject, he is allowed to take up other more advanced courses. This is to be determined for the most part by examination. We have had in the University of Nebraska for some time Zero English which is really a training course in the fundamentals of English which the students are supposed to bring with them from high school. We also have a course of this sort in Mathematics.

Several years ago we started a discussion of "Honors Courses," had it all perfected, passed the Arts College, was presented to the Chancellor, and finally came to the Board of Regents. The Dean of the Arts College was not in the good grace of the Board of Regents and it went by the board. They took the position that it was not as good for us as our present system. This, I believe, was a resort to subterfuge on the part of the Board of Regents and had it been presented by a Dean in

whom they had confidence, it would doubtless have passed. We now offer the same thing, granting a degree with distinction.

The American student as we find him in this part of the country is, in my opinion, as bright an individual as comes from Western Europe. I think that about all he needs is to be interested in the subject and he will go further than the European student.

The real problem, I believe, which we are facing in our educational institutions today is in providing proper intelligent instructors. The universities of this country are allowing their bright, intellectual young men to be swept into the industries, due to the fact that they are unable to meet the salaries offered them by the industrial world. The responsibility for this situation is, of course, upon those who supply the money. We must satisfy in money and in honor those young men who are bound to be leaders and get them into our educational institutions and particularly into our universities. When this has been accomplished, much will have been done to relieve the general chaotic condition that is apparent everywhere and manifests itself in the lack of interest in an education on the part of our great student bodies.

T. J. THOMPSON,
Dean of Student Affairs, University of Nebraska.

DISCUSSION

Dean Cloyd: How many institutions here are discussing these questions?

The number of institutions reported discussing these questions was 8.

Dean Vance: We are seeking to draw a sharp line between the freshman-sophomore years and the junior-senior years. We are trying to keep the freshmen and sophomores from filling the junior and senior courses. We feel that the first two years of the college should be very definite with very little elective but during the other two years they should be choosing their majors. We would like to have a comprehensive examination at the end of four years if we are able to finance it. The question is, should it be for all the students or a few? We shall probably have to content ourselves that it must not take in all of the students.

Dean Miller: I have been on a committee the last year which is considering putting in comprehensive examinations in my department. We have 600 majors in economics. How are we going to work it with these numbers?

Dean Thompson: The idea there, is that the student will be given a general written examination of a very comprehensive nature, then he may have an examination before a committee of three.

Dean Waugh: A student must show that he has ability and is qualified to work on the honors plan at the end of the first two years. Those who are on the honors plan do work under a committee. The committee makes a report occasionally concerning the progress of the student and this committee makes the plans for the comprehensive examination to be given in the field of the work. Two or three departments are covered and the examination covers the work which a man

should know if he is to receive an A. B. degree with distinction. In my opinion the examination is more like a minor doctor's examination. It is not necessary that the student should complete 30 hours but in many cases they complete more. The honors man should be able to do more, should put in more time and should go further than the other student or he should not be an honors man. We have had the plan for three years but not many students have asked about it. The plan is very rigid. We had six who were graduated on this plan last year while we have about a thousand receiving degrees each year.

Dean Graber: Do you hold your examinations or call in examiners from the outside?

Dean Waugh: We give our own but are contemplating calling in others.

Dean Thompson: I would like to have Dean Goodnight tell of the work being done at the University of Wisconsin.

Dean Goodnight: The experimental college was launched last September with 119 students. It was Meiklejohn's proposition to take students as they came. On the whole we have a high class group but of course some freaks among them. The plan is for them to learn to work independently, for them to do their work without being hindered by the school room routine and class hours. They have no examinations. The boys are all housed in the men's dormitories and the faculty offices are located in the same building. There are eleven instructors, all of them high grade men and have a great enthusiasm for this work. In place of the four or five definite subjects usually studied by freshmen dents as they came. On the whole we have a high class group but of Greek Life; domestic phase, literary, history and every phase of it. The tutors work right with the students. The student group consists of eight or ten and these groups work intensely at one phase for about three weeks, discussing it and writing papers on it, then they shift to different groups. Next year they will probably make a study of a modern civilization. The boys seem to be very interested in the work. We have had 8 drop out. Three of them dropped out on account of money; two wanted to carry on own education independently; and three were dropped by mutual consent. We have 111 this semester. Next fall we will take in another group. We can not now say what the results will be.

Dean Hamilton: How many years will it continue?

Dean Goodnight: Through the two years. They may take other work if they desire, such as greek language.

Question from floor: If it occupies all their time how can they go over and take more work?

Dean Goodnight: It does not take all his time. He handles his own work but he is told to take part in other things and do just as other students. The group is responsible for its own discipline. They observe no set hours, present themselves for breakfast in their bath robes, if they wish and may throw buns across the table at each other. The other students call them guinea pigs and as a rule they are unpopular with them.

Dean Blayney: For several years we have had honor students.

We have seven or eight this year. These students are not required to attend formal lectures but they usually do. They do all other work as seminar work and it has worked very well for us.

We are limited to eight hundred students at Carleton College so do not have the difficulty with numbers that some of you have. Dr. Cowling has written rather extensively on the subject of creating special opportunities for gifted students. It is his idea that the division should not come between the Sophomore and Junior years but between the Freshman and Sophomore years. The best of our freshman students will then be encouraged to go in for honors work. There may not be more than 25. This honors work will begin with the Sophomore year. Then when it comes to the question of comprehensive examinations at the end, there will be comparatively few students who come up for these examinations.

CONTINUATION OF SYMPOSIUM

When Dean Goodnight wrote and asked me if I would talk on this subject I understood that it would be a round table discussion and that I was just supposed to start it off. I want to tell you about the thing we are about to try at the University of Michigan. I refer to what has been called the University-College. President Little has had this thing in mind ever since he came. The idea is that all students coming to the University from high school shall be admitted into this so-called University-College. We would include all students in this regardless of the particular school they wish to enter. At the end of the two years they would be given a comprehensive examination before going on with further work. We have a number of students who drop out at the end of the first two years and the idea is to make a definite break at the end of the two years where it will be convenient for those to drop out but can say they have been at college but not for four years. However, it is not intended that all students take the same work for these first two years. If a student goes into college with the idea of taking engineering he goes into this division and takes work leading to that directly. The same way if a student wishes to enter the law school. If he wants to go on with the work in the Arts College he would go into another section. There was considerable objection to the plan by the faculty of the engineering college and they voted against it, but the faculties of the other professional schools such as the law school, school of business and journalism school were all very much in favor with the idea and voted for it. Of course it must be said that none of these latter schools take students directly from the high school. The Board of Regents authorized the installation of a University-College and a committee was appointed at once to work out the details of the plan. It is believed that much more individual attention can be given to the student in his first two years than has been given in the past. The members of the faculty of the University-College will be largely men who are more interested in teaching and the present contact with the student than they are in research. Of course we have no results yet but we hope that it will help the student at Michigan and we believe that more time can be given to the better student. At the end of the two years these men are given a

comprehensive examination and if they do not care to go on they are to be given a certificate. Another point which Mr. Little pointed out was that with the growing tendency of the junior college it has become very necessary to have some standard for those colleges. The number of students in the first two years in the Universities is dropping off materially, they come in from the junior colleges for the three years. If the junior colleges want to be real colleges they must meet the standard set. It has been felt very difficult for them to meet a standard for they have no facilities. For these reasons and others we are looking forward with a great deal of interest to this plan which we feel will be a wise one.

DISCUSSION

Dean Thompson: Do you plan to outline specific courses?

Dean Bursley: At first it was proposed that there would be a survey course which all students would be required to take. I am not sure whether it will be done or not. There may be one or two courses required of all students. That has been left to the committee to work out.

Dean Graber: Will there be any change in courses in mathematics and so on?

Dean Bursley: I hope so and think that there will be. Many times the elective courses in this subject are given to prepare men for work in their junior and senior years. I think there will be revised courses or new courses planned to give the student a general idea but not to prepare him especially for advanced work.

Dean Rienow: I can not see the value of the University-College. If the first two years have been taken up with certain requirements why is not the present plan all right.

Dean Wahr: We expect to have more contact between the student and instructor. There is a question that came up and that is the question of a general credit system.

Dean Reinow: Possibly a modified credit system.

Dean Wahr: A great possibility.

Dean Goodnight: Will there be a comprehensive examination at the end of the first two years?

Dean Wahr: That has not been decided yet. There maybe an examination to go into the next unit.

Dean Park: The National Research Council will send you their publications on this project without charge.

Dean Clark: I got the idea a few years ago that we did not encourage high scholarship or good grades enough. We wait until the student's senior year to give him any honor and to elect him to Phi Beta Kappa. I thought that perhaps we would have more results if we organized these things earlier in the student's life. After talking the matter over we decided to organize a men's group, my specialty being men, to give recognition to men at the end of the first session making a certain average. In the beginning we had only two and one-half per cent of our men in the freshman class making the average. The percentage came

up gradually until our last class which we initiated a few weeks ago represented seven per cent of the men in the freshmen class. My only explanation is that those who were members encouraged the new men and attempted to point out to them methods of study and encouraged interest in scholarship. Of course, the women wanted to do what the men were doing as they want to do all the things we do, so they decided to have an organization. We do feel that our percentage of good work has been very much increased by this little stunt.

After a few announcements the meeting was adjourned.

On account of the rainy weather the beefsteak roast which was to be held at A. S. U. C. Lodge had to take place in the Engineering Building. There was a bountiful supply of food and the picnic atmosphere prevailed.

After the supper the guests were shown the model of the Boulder dam and other interesting items.

THIRD SESSION

The evening session convened at 8 p. m. with the president, Dean Goodnight presiding.

The meeting was then turned over to Dean Miller who is the chairman of the Western section of the Deans of Men.

Dean Miller: Those of us in the western section have a conference of our own for so many of us live too far to attend the national conference. Since we have this section I want to appoint a Nominating Committee. I will ask Dean Culver to act as chairman and Dean Nicoll and Dean Waugh to assist him. We will meet here at nine in the morning and the meeting of the regular session will be shifted to 9:15.

Dean Zumbrunnen: I suggest that the part that was carried over to this evening be carried over to the morning session.

Dean Miller: Is there any objection?

Dean Coulter: I am one of the speakers tonight and unless the other deans are longer talkers than I am we can get through by nine o'clock.

Dean Miller: Is it correct that Dean Massey will not be here?

From Floor: He will not be here on account of illness in the family.

The meeting was then turned over to Dean Emeritus Stanley Coulter who needed no introduction.

THE FUNCTION OF THE DEAN OF MEN IN THE STATE UNIVERSITY—STANLEY COULTER, DEAN EMERITUS, PURDUE UNIVERSITY

I esteem it a great honor, having dropped active work, to address you as though still one of you. It is a joy to me to keep my present life tied in this way into my past life. I had a splendid time as Dean of Men but would not go back to it for a million dollars. It was interesting work and valuable work and worthy of one's best effort but after leaving

it I find the world very large and very fascinating and worthwhile. I have merely shifted the scenery of my activities.

To me, the Dean of Men in the state universities, where it is practically impossible for the Professors to form close contacts, is really the liason officer between the student and his new surroundings; that through personal contact the student may find himself. This is a very difficult proposition to handle in the large institutions. Of course in the state universities there are certain problems which confront the Dean of Men that do not confront those who are connected with the denominational or smaller institutions. In state institutions there are certain limitations placed upon the Deans of Men. For instance, it is a proper thing in a relatively small institution that there should be laws against card playing or dancing; but in state institutions where you are supported by tax and have every nationality and every cult and creed represented you will find you have to revise your code of conduct. I remember one of my first cases was that of dealing with a student who was playing cards for stakes. I tried to give him some of my old Presbyterianism and asked what his parents would think? His answer was that they always played for money. Having been reared on the "Westminster Catechism" I did not think than any one was brought up as he said he had been. I was later entertained at his home and found that his statement was true, and since his parents played for money he thought it was proper for him to do likewise. I think the greatest problem of a Dean of Men is to realize that his code of ethics is not infallible and to acquire very quickly a broad tolerance.

We have heard much about how to make these contacts, and how to acquire the names of students. I think we are making a pretense of having gone further in this than we really have. We pretend to know a man when we do not. I am always able to place a red haired boy when he comes to college because there are not so many of them and I can usually tell the fat men. In our state institutions our students are a heterogeneous group while in the smaller institutions they are a more or less homogenous group. The main difficulty is that one cannot make the same appeal to a heterogeneous group that one can to a homogeneous group for they react differently. One expects more homogeneity in a denominational institution. The person who does not fit into the circle in the small college does not stay long. When a dean is dealing with a mass such as is found in large institutions of eight or ten thousand students his problems begin.

What is a Dean of Men? I have tried to define him. When the Board of Trustees elected me Dean of Men I wrote them very respectfully and asked them to give me the duties of the Dean of Men. They wrote back that they did not know what they were but when I found out to let them know. I worked all the rest of the year trying to find out. I discovered that every unpleasant task the president or the faculty did not want to do was my task. I was convinced that the Dean of Men's office was intended as the dumping ground of all unpleasant things. When I came to work it out I found that I must win the confidence of the students. I believe that the primary function of the Dean of Men is

to build up a general belief among the students that he is a man to whom they can go with their confidences and that he will advise them the best he can. That sort of reputation is not hard to get if you are straight with them. I do not believe in the first place that the Dean of Men in a great university ought to have anything to do with delinquent students. We are now in an age which we are doing things materially on a large scale by line production methods and while these have worked well in the material world, in the university standardization and line production result in mediocrity. The Deans of Men are really the men who should try to keep the student true to his better self, but this to some may seem an ideal function. If the Dean of Men performs his primary function he certainly ought not to deal with discipline. David had no use for the armor of Saul and the Dean of Men does not want to burden himself with disciplinary weapons. When a student comes on the campus and finds his problems I want the old student to tell him to go to Dean Coulter for direction. I do not want him to feel that I will turn him over to the Discipline Committee; if he so felt he would surely think that I was not a safe person to whom to talk in confidence. I have never known any student who was eager to meet one who was going to inflict punishment upon him. The Dean of Men must realize that the student's problems are very great and very real to the student. He must treat them with as much respect as if they were vital problems. They are vital to the student. Be accessible at any time of the day or night. Students have come to me at twelve at night and at five in the morning bringing questions that to me were so trivial. It used to irritate my wife that I should give up so much of my time answering absurd questions. A boy came to me one night at twelve o'clock who wanted to leave on an early train. He asked me how he could borrow money without giving security. I told him I had never been able to find out, but when he did to let me know. Fellowship was established immediately. This merely illustrates how students will come to you if you are kindly and fair. It may be he has done something wrong and needs counsel, but he should not feel that by telling you he has protected himself. A student might do something for which he should be punished and run and tell me so it would not get to the Discipline Committee and this danger must be recognized. Again, the Dean of Men should not hedge his office work with whole tiers of filing cabinets and card indexes until the machine hides the purpose. There are some deans who put everything down on the records. I am sorry for them and sorry for the students under them. I have no time to make records and I do not want records.

It is utterly impossible to tell what the function of the Dean of Men may be. He is a *personality*, not an officer. If he is not that he will be utterly unsuccessful in his work as a dean. He is the human element in the university mechanism. I do not believe I ever told a student he should not do a thing. I am of the opinion that a "Thou Shalt Not" order does not pay. I can remember when a student that we had a good many rules governing our conduct and we would study them carefully to see how we could evade them. We marked our efficiency in those days

by this "indoor sport." When I undertook the office of Dean of Men I worked on the assumption that a student had a right to be educated by his own mistakes, for he would never acquire this training earlier. I would advise him when he came to me and help him to the best of my ability. I would tell him the problem is yours, it is for you to decide it as a man. I do not think it will work, but it is for you to decide. If you undertake it all right, but if it does not work out as planned do not come whining to me. A group of students came submitting a plan for say, a certain publication and the Dean of Men listens to them sympathetically and then begins to ask practical and pertinent questions. How is it to be financed? How will it work out? What if it fails? These men will come to you groping for the right and trying honestly to find the path if you can get them to believe in you. I believe we have rather belittled the meaning of Dean of Men. In other words we have made the name signify something less potent than it ought to signify because we have tried to force into it a mass of duties that do not belong to it. As I look into your faces I judge you have in your institutions seventy-five thousand men who are the future of this country and you are put in charge of the conduct of these men and are to influence the lives of scores upon scores of them. The question is how are you going to do it. By card catalogs? By records? By statistics? By comparison? You can only do it by putting your hearts into the work and into the hearts of the young men. If I had not loved young men I could not have worked with them. There is no one more lovable than a young man. They do not have new problems today but the same ones as the young men of sixty years ago. The things which we deplore today our fathers were disturbed about. I have been asked if I thought young people of today know less than when I was young. While I was visiting my daughter I was talking to my grandson about football and baseball. In the conversation I mentioned the seven wonders of the world. He said, "How come." I looked at him sternly and told him that when I was his age I knew what they were and where they were and that I was ashamed of him. He looked at me with pitying affection of youth and said, "What is a super-heterodyne?" I said, "I see the point, do not rub it in." Being able to build his own radio set fitted into his generation just as well as knowing the seven wonders of the world did in my age. Dean Clark made a confession. It is very difficult to believe he was in earnest. He said when he was in college chemistry, physics and mathematics were the easiest subjects for him. To me these things were impossible. I was an expert in Evidences of Christianity, Biblical Antiquities and Moral Philosophy. They fitted into that age but would not fit in now. But the young people now have no more idea of going to Hades than we had.

The Dean of Men must grasp the idea that the thing with which he has to deal is the finer part of the young men's lives. Unless he does this he is not a Dean of Men. He may be a prefect of discipline, he may be the president of a "grape-vine" telegraph system, he may be almost anything else but he is not a Dean of Men. I have known the hardships of working with young men, I have worried over discipline, I have grieved over the failure of those in whom I had great hope, but as I look back

over the years I would go right back into the work and face all the trials and disappointments just in order that I might have the satisfaction of realizing that along through the years, in some way, I was able to touch a young life and bring it to its fullest realization. Just the day before I came here I received a letter from a person whom at first I could not remember. He said he was in the University in 1893. After reading the letter I recalled a conversation which I had had with him and of it he said, "I think you ought to know that that single conversation changed my whole life." I understood his needs at that particular moment. You Deans of Men have the opportunity of making your lives rich by just such points of contact with young men. If you will permit, I will confess a little. As I have been listening to these discussions I feel that more and more of mechanism and more and more of methods and less and less of heart and soul are coming into the Deans of Men's offices and if that is true, then the day of the Dean of Men is gone. My friends, he is not an idealized policeman administering justice nor should he be a prosecuting attorney to whom the faculty gives all information of misconduct. Why are we here anyway? Are we big enough for the job? I must say what is in my heart. The first time I met with the Deans of Men was at Illinois we discussed the same problems as now. The next time the same old problems were discussed, as well as the next time. We had little of mechanical devices for solving these problems. Today we have so surrounded ourselves with mechanical records that we may have ceased being personalities and have become machines. What does the University have to do but to develop personality? It must be done by the Dean of Men today or never. If we put off this task now it seems to me to be to put it off forever. In the present day of statistics and correlations, tests are given for everything except the things worth while. The student is tested for everything except his *outlook on life*.

Look well to this day, for it is life, the very life of life.
In its brief course lie all the varieties and realities of your existence.
The bliss of growth
The glory of action
The splendor of beauty.
For every yesterday is but a dream;
And every tomorrow is but a vision.
But this day well lived makes every yesterday a dream of happiness
And every tomorrow a vision of hope.
Therefore look thou well to this day.
This is the salutation of the dawn.

THE FUNCTION OF THE DEAN OF MEN IN THE STATE UNIVERSITY—BY DEAN ROBERT REINOW, UNIVERSITY OF IOWA

I am sure that you will agree with me that it will be presumptuous for me to try to add to the richness of the talk by Dean Coulter. What Dean Coulter typifies is what we all want to be and I am sure that every one of us will feel that through the years it must have been a wonderful experience to build up ideals of this kind. He has expressed everything that I have ever thought of.

I want to make a confession. It is a great pleasure for me to be here because I have missed two meetings and I am just thinking that perhaps it was a good thing for me to have missed them. Perhaps it has helped to emancipate me from some of the pre-conceptions that were getting into the fiber of my nature. Dean Coulter is a born Dean of Men. He grew up and became Dean of Men in the atmosphere of his own college; the students, the faculty, and the Board of Regents called him. I was less fortunate; I was called from the outside. I was looked upon with suspicion by the students and with hostility from the faculty.

I have done nothing that is worthy of distinction. I do have just one thing that Dean Coulter has indicated was so essential to this work and that is a great fondness of work for young people. When I went into the work I was told that they did not want me to be a member of the Discipline Committee. For thirteen years I kidded myself beautifully with the delusion that I was not a disciplinarian. But in the last few years I have learned that I was pulling the chestnuts out of the fire for some one else. I was reporting everything to the Discipline Committee. This was building up barriers between the student body and me, and was putting the student group on the defensive. They felt that if the Dean of Men got ahold of their problem it would be reported to the Discipline Committee. No one would go with their troubles where they felt they were to be punished. The thing I found was that we were encouraging this by failing to develop in the student group the feeling of responsibility and group consciousness.

I had to evolve a method of handling problems in our dormitories. I had such problems to consider as it being a rendezvous for drunks and running all night gambling games. I told the boys that if we permit these we would lose the confidence of the people of the state. The boys saw immediately that these problems of conduct and behaviour had to be met, so we worked out a plan whereby cases of this sort were to be reported. Four proctors who were students were to talk over the problems and report them. They must have had a very dry year for no reports were made. I called them in and asked them what about it and they said they had had plenty of problems but if they reported them to me I would report them to the Discipline Committee. I asked them if they had a remedy to propose and they said they would agree to get rid of intoxicants, gambling and women and talk the problems over with me if it would go no further than myself. Close cooperation and understanding has worked and we have built up group consciousness and pride of ownership. We must train these boys and girls who come to college to use their own judgment. We have not had their confidence and their faith. They have run from us as a dog. I want to get them away from this discipline idea. I believe these men need help. I said to them, "If I agree to have nothing to do with discipline will you agree to eliminate drunkenness in your chapter. I know there are a lot of students who do not believe it is wrong to take a drink but your chapter will have to concede that it is not good business to get drunk, not good ethics, not good in any way, shape or manner. Will you report the

case to me and incorporate me into your chapter?" The boys are willing to cooperate.

I am interested in what I can do for the boys. I think we have gotten too much pleasure out of the problems we have solved. We get too much satisfaction in how many men we can eliminate in a year. I believe in discipline but I do not believe in Dean's discipline or faculty discipline. I want the boy to go out of college a better boy; to be able to discriminate between right and wrong. I am foolish enough to think that these boys want to do right. The Dean of Men must have the ability to get behind the scenes. A University or a college, if it is the right kind and if it has the right support is big enough to do anything it wants to do if it is done in the right spirit.

FOURTH SESSION

Called to order by President S. H. Goodnight at 9:15 a. m.

THE FUNCTION OF THE DEAN OF MEN IN THE SMALL COLLEGE—WILLIAM E. ALDERMAN, BELOIT COLLEGE

When Dean Goodnight suggested to me, some weeks ago, that I prepare to discuss, at this conference, the differences between the duties of the Deans of Men in large and small schools, I was perplexed in the extreme. In the first place I had never been a Dean of Men in a large university, and in the second place I was not aware of the fact that there were such essential and extraordinary differences as the invitation might imply.

I was reminded at once of the story that President Lowell of Harvard is said to be very fond of telling. Twin boys were so much alike in appearance and disposition that only those who were of the immediate family could tell them apart. They had gone to the same kindergarten, the same day school, and the same high school. When the time came to send them away to college, the father, thinking that a temporary separation of the boys would be desirable, decided to send one of them to Harvard and the other one to Yale. In the course of the four years that followed, the boy who went to Harvard, as might have been expected, became "a typical Harvard Gentleman"; and the boy who went to Yale—this too was inevitable—became "a typical Yale roughneck." But the strange and interesting part of the experience was that when the boys returned from their respective colleges to the home town, no one could tell them apart.

The picture may be somewhat overdrawn, but I venture to suggest at the outset that the differences that separate the Deans of Men in various schools are not so noticeable as are the ties that bind them together in the common tasks of guiding and inspiring the young men.

First of all, may I suggest that the differences that exist are not due wholly to the differences inherent in the students that populate our large and our small schools respectively. In the mind of the general public the distinction is not between the large and the small school, so much as it is between the young people in schools and those outside. Playful banter and monstrous exaggeration are indulged in at the expense of

education in general; no particular type of institution pays the whole price. Read the daily papers for a month, and you will be assured beyond peradventure that our colleges and our universities are populated with a heterogeny of monstrosities—bobbed haired daughters of Satan in their early nicotines; tardy sons of Hoyle who have an aversion for the hardy sons of toil; emulous co-eds who indulge in such fatuous anachronisms as breaking the endurance record in tango; and cold-blooded “eds” who, as they settle recumbend into deep plush couches, try to rival D. Johnson in the consumption of tea. The middle-western daily that admits that is the world’s greatest had it, not long since, that

“The college stude is seldom lude,
Nor is his rot erotic;
His head’s a whirl of girly-girl,
He’s merely idiotic.”

An eastern college rewarded one of its veteran cheer leaders with an athletic letter, and the comment in the paper was to the effect that if things kept on getting worse, the time would soon come when it would be as easy to get an athletic letter as it now is to get a college degree.

With the democratization of education a cosmopolitan population has come not only to our state universities but also to our smaller colleges. Freshman classes are no longer made up largely of boys who are the sons of ministers, doctors, and teachers, who were in turn college bred, but quite as much the sons and daughters of parvenues, laborers, radicals, and aliens. The daughters of culture have married the sons of prosperity and are sending their offspring to universities and colleges because it is fashionable, convenient, and prudential. A neighbor of mine, who became suddenly comfortable during the war, returned a year ago last September with his daughter from the University of Wisconsin, explaining that he had not so much as registered her because he “could not secure a room for her in the dromedary.” Last September she entered Beloit College.

Many among those who have flooded our institutions of higher learning tweak solicitous authority by the nose, and feel themselves wholly, gloriously, absurdly drunk with the spirit of adventure. As they struggle to free themselves from the rocks of tradition to which they feel themselves bound, they are certain that the benediction of heaven is upon their actions, and that there is a nimbus around each of their heads. Some of them demand not more work but more freedom. Their greatest satisfaction comes not from “something attempted” but from something attended. Athletic victories and midnight celebrations mean more to them than do intellectual triumphs and midnight oil. Others of them are responsible for so much talk about “student bodies” and so little talk about student minds; so much chatter about “college spirit” and so little concern for the spirit of learning; so great an insistence on concerted celebration; so amusing an eagerness for holidays and so alarming an eschewing of holy nights.

I happen to know from experience that ideality and frugality still haunt college halls, and that students continue to bring their hopes and their poems to their deans and their professors, and so do not make the above observation in any spirit of criticism. They constitute the humil-

iating confession of the small colleges that not all of these who are least aware that there is such a thing as the life of the mind have gone to overgrown colleges and state universities.

A final illustration may serve to enforce the point that there is a remarkable underlying similiarity between the students of large and small schools.

Every reader of freshman themes has lessened the drudgery of his task by collecting stray bits of seductive nonsense and unpremeditated humor from the thousands of pages that he has had to read. From a theme on "Neighborliness" that I have preserved from the days of my apprenticeship at a state university, I learn that "One should always be on good turns with the inhabitants." After some remarks about snobbishness, the writer expresses the hope that she may be saved from the sins of the priests and the Levites, and closes with the scriptural charm, "Get thee behind me, Saatin." From a *college* examination blue-book that I have just been reading I learn that "Rym was introduced into English poetry by the Mormons," and that "Anglo Saxon poetry was influenced by educational movements, inventions, the printing press, and Martin Luther's Theses."

And so I submit to you, gentlemen, this first thesis, that despite the complex character of the larger schools they have not monopoly on educational anomalies.

In the next place I would suggest that the differences that exist between the tasks of the Deans of Men in large and small institutions are not the result of a difference of objectives held by the respective schools. Intellectual discipline and moral enlightenment are their common aim. To be sure the emphasis may differ. One may stress moral enlightenment and religion more than does the other; and the other may say more about independence and freedom than does the one. The one may have a unified curriculum with a general education as its aim; the other may have its many colleges, each of which, with one exception, offers professional or vocational training. But one and all they are engaged in the common adventure of turning out men of parts who can do, with credit, their share of the world's work, and who can help to bring to reality the far-off dreams toward which civilization would move.

If the differences of duties do not come about wholly or even largely because of the kinds of students or the objectives of the several institutions, from what do they spring? My own answer would be that size itself has a great deal to do with the problems that arise and the methods that are devised to solve them. I do not mean to imply necessarily that the larger the school the more numerous and more serious would be the problems. Some situations go with smallness.

As good an illustration of the point in question as can be found is that of a condition which makes the present topic a most difficult one. In many smaller colleges the Dean of the College and the Dean of Men are one and the same person. Just where the function of one office leaves off and where that of the other begins is hard to say. Vaguely one knows that as Dean of the College his relations are chiefly with the

Faculty and with the academic side of student life; and that as Dean of Men his relationship is primarily with the student, and that he is to be interested in all those situations and adjustments that make and keep men fit for the highest intellectual activity and for the social relationships of college life. My predecessor was Dean of Men only, but he performed the functions of the Dean of the College as well. His predecessor was Dean of the College only, but he did all that was necessary to be done. I have inherited both titles, and with them combined duties, but I could not, if my life depended on it, allocate to separate offices everything that I do.

Then too in the large universities mere size justifies and makes necessary separate departments, bureaus, committees, and offices which have no integral existence in a small school. Just what the relationship between these other offices and that of Dean of Men may be is, doubtless, a matter of local arrangement; but the fact is that in the large school machinery already exists that has never come into being, as such, in the smaller school. Personnel officers, Vocational Guidance Bureaus, Staff Physicians and well equipped hospitals, paid Y. M. C. A. secretaries and student pastors, religious foundations, and the like do not all fall to the lot of any one small college. If the work which these separate agencies and persons do in the larger school is approximated, according to the relative need, in the smaller school, some one person will have to be responsible in a very intimate way for seeing that it is done, and will in all probability have to do a great deal of it himself. And that person, acting in the interest of the men of the school, is likely to be the Dean of Men.

On the other hand, the small school, even though it has not had student pastors, Association secretaries, and religious foundations, has, because of its size and its unity, been able to preserve such agencies as Chapel exercises and Vesper services which more than compensate for the absence of other means. In Beloit College it has been easy to maintain a compulsory Chapel exercise three times a week and a compulsory Vesper service every Sunday afternoon. Three of the four presidents the College has had in its eighty years of existence have been clergymen. Its present head was, several years ago, the successor of Washington Gladden in Columbus, Ohio. This in itself means that he is vigorous and a liberal religious leader. His assistant is a clergyman. The Dean of Freshman Men was a pastor, and is at the head of the Department of Biblical Literature and Religious Education. Some three or four ordained ministers, other than those referred to, are to be found among the teachers. The faculty has its Committee on Religious Life. In other words, in many small colleges there exists as a part of the school itself agencies that in the larger school would have a more tenuous relationship. Although I conduct the Chapel exercises often and the Vesper services occasionally, and although I serve on the Committee on Religious Life and co-operate with the pastors of the city by way of making it possible for them to know and to keep in touch with students who ought to be members of their congregations during their college sojourn, I do not happen, as Dean of Men, to feel responsible for the di-

rection of the religious life of the school. Were local conditions different, I can well imagine that I would be called upon to assume a more definite leadership in this field.

The intimacy of the small college has both its advantages and its disadvantages. The former, as they concern the Dean of Men, may be more apparent to the casual observer than the latter, but to the Dean himself the disadvantages are painfully apparent.

The small school has always prided itself upon the personal treatment and consideration that it was able to accord each of its students. It has even commercialized this talking point. The result is that each parent expects that his son be made much of, and the son himself is led to believe that he will have special and individual attention. To be sure parents who send their children to universities feel the same way in the last analysis, but the original supposition is not present. The assumption is in favor of uniformity where things must be done on a larger scale. It is easier, therefore to be arbitrary where cases are being handled by the hundreds rather than by the dozens. Things are taken for granted.

The smaller the school the larger is the percentage of students who are likely to know of the infractions of fellow-students, and of the penalties that are meted out to them. In this respect the small college would be more like the small town, and the university more like the city. In the former news spreads rapidly; many things are everybody's business. One out of five hundred students is disciplined, and the most of the other four hundred and ninety-nine know of it. Then one out of ten thousand is given a like reminder for a similar indiscretion, perhaps not five hundred of his fellows will ever hear of it. The smaller things are lost in the shuffle of a hundred others that seem more important.

The result is that, despite the fact that individual attention is expected in the small school, the intimacy of the life and the common knowledge of misdemeanors and punishments makes at least a specious uniformity almost essential.

Many parents send their sons and daughters to the small college because they want for them closer supervision—religious, moral, and educational—than they feel would be given to them at a university. Here again they do not blame the university for not doing vastly more than the much that it does do; they know the impossibility of doing everything where so many are gathered together. But by the same sign, they expect the college to be exceedingly meticulous. Here again the assumptions and possibilities that go with smallness heighten the obligations. The college has always claimed that it was careful; the parents expect it to be so.

The trouble does not cease, however, when the college has put into operation safeguards for the direction and protection of those who are entrusted to it. The young people who come into this well ordered community feel themselves freed. They have left home, and they have grown up. Restraint is harmful; why should they be curbed? Are they mistrusted? All of the regulations meant for their good, become, in

their eyes, instruments of repression. The administrator cannot give way to the pressure from the young folks, for the college itself and the held. He is between the fire of freedom and the fire of prudence and must have a care that he keep both alive and that he be burned by neither.

I have no statistics at hand to prove the point, but my impression is that in the average college where fraternities flourish a larger percentage of the students belong to groups than would do so in any university. At Beloit College almost seventy per cent of the men are group men. This gives rise to very special and very complicated problems in connection with the life of the thirty per cent. The left-overs are in the minority. Many of them are roundly disappointed to think that they were not invited, but a still greater number are perplexed to know what was the matter with them that they were not wanted. This minority constitutes a problem that cannot be left to take care of itself. Individuals must be explained to themselves and the group as a whole must be brought into some working unit.

Enough has been said already to give support to the statement that many of the problems peculiar to the small school are the result of its size and the expectations that go with smallness and intimacy.

Inasmuch as the subject as it appears on the program suggests the duties rather than the problems connected with them, an enumeration may have been expected. To be sure, one cannot separate the two—duties and problems,—the one gives rise to the other. He can, however, call the roll of numerous duties with the assurance that many of them will be common to everyone present.

In general Deans of Men have something to do with the administering of "cut systems" and "auto regulations." They have held conferences with group men concerning rushing, probation, and initiation. The moral, religious, and social life of the school have been their concern. Class rushes and bonfires have been supervised. Bad debts have been collected. Advice—vocational, educational, personal—has been dispensed. The sick have been visited, and the homesick have been cheered. Opinion has been guided; morale has been created and perpetuated. The Dean of Men has been expected to know more about the housing conditions, morality, and health of the men of the school than any other person. Scholarship and Loan committees have come to him for advice. He has, with all the implications that could possibly go with such a question, asked many a recalcitrant student when he expected to leave, and what his plans for the immediate future were to be; and has, a few days later, assured the solicitous or irate parent of the "only son" that his did not constitute a case for special action.

In other words, the Dean of Men must be all things to all men. From the time the student comes as a freshman for "Freshman Days" to the time that he is sent home or goes home with his diploma, he is the concern of the Dean. If he does not know already, he must learn that the four precious years of college life are not a vacation from life, or a vague preparation for life, but a part of life itself. The discipline and

If, O Lord, you can't use me in any other way, use me in an advisory capacity."

THE UNIVERSITY DEAN OF MEN*

By Harry E. Stone, Dean of Men, West Virginia University

"What are the duties of a Dean of Men?" I am sometimes asked. The answer cannot be given in a sentence. In general it may be said that his work is both educational and social, that it is both administrative and personal. He is the contact officer between the administration and the men of the University. He exercises a friendly supervision over the moral, social, and intellectual life of undergraduates. He confers with them on questions affecting their personal or group interests. He seeks to enlist the cooperation of all who can further these ends.

Among the state universities that have added deans of men to their staffs since the University of Illinois lead the way nearly thirty years ago are Kentucky, Tennessee, Indiana, Iowa, Colorado, Montana, Nevada, Kansas, Oregon, Washington, California, Arkansas, New Mexico, Arizona, Pennsylvania, New Hampshire, North Dakota, South Dakota, Wisconsin, Utah, Wyoming, and West Virginia. Scores of colleges the advice for which the Dean of Men is responsible do much to teach him this lesson.

It would be hard to catalog in advance all that the Dean of Men should do. He must act as circumstances arise. He must do what others are not doing but what, nevertheless, needs to be done. In short, he must be the confidant, the adviser, the servant of the men who come with their noble ideals and their holy motives, or with their ill-formed or even low objectives. His prayer may well be the prayer prayed by the zealous colored pastor when he said:

"O Lord, use me. Use me in any way that you can, but use me. technical schools, and endowed universities have done likewise, as for example, Allegheny College, University of Pittsburg, Georgia Institute of Technology, Stanford University, De Pauw University, Ohio Wesleyan University, Purdue University, Carleton College, Leland Stanford Jr. University, Oberlin College, College of Wooster, Morningside College, The College of the Pacific, and Occidental College.

Other institutions of higher learning have added officers known as deans and students and advisers of men. They include the state universities of North Carolina, Michigan, Texas, Nebraska, and Minnesota, and Toledo University, Iowa State Teachers College, the Missouri School of Mines and South Dakota State College of Agriculture and Mechanic Arts. These officers are members of the National Association of Deans and Advisers of Men which held its first meeting in 1918. Their duties are not to be distinguished from those of deans of men.

Northwestern University has a dean of men in addition to a personnel department. The University of Illinois and the University of Pittsburg have assistant deans of men to aid the deans of men in their work, especially with organizations. The University of North Carolina

*Printed but not read, Dean Stone was unavoidably absent.

has established a Bureau of Vocational Information as a part of the office of Dean of Students with a Director in charge. The University of Colorado has a Vocational Counselor to Students in addition to a dean of men. Yale, Princeton, and Brown have deans of freshmen. Princeton has also a director of personnel and an assistant director. Carnegie Institute of Technology has a Bureau of Personnel Research whose director has done work attempted by a few deans of men. The University of North Dakota has both a dean of freshmen and a dean of men. The University of South Carolina has a director of student activities.

Some idea of the varying activities of deans of men may be obtained from the following statements taken from official bulletins:

UNIVERSITY OF COLORADO

The Dean of Men is particularly interested in the physical and moral welfare of the men of the University. He is a member of the faculty committee on student organizations and social life, and is also an advisory member of the committee on discipline. He is ready at all times to consult with students about their living conditions, social affairs or scholarship. Any student who needs help of any kind should feel free to call upon him.

UNIVERSITY OF WASHINGTON

The Dean of Men is concerned with the welfare of the men students of the University. He confers with them on all questions affecting their personal or group interest. Among other duties he prepares reports on students failing in scholastic work, arranges schedules, helps to obtain students part time employment and examines housing conditions. A list of approved boarding places is kept in his office.

UNIVERSITY OF PITTSBURG

The work of the student during the first and second years is under the supervision of the Dean of Men. He receives frequent reports of the academic standing of each student and is constantly engaged in conferences with students, instructors and parents for the purpose of improving the standard of this work. He devotes considerable time advising students who have not yet decided upon their careers, finding what their interests are and making it possible for them to obtain information concerning the vocations in which they are interested.

At the University of Tennessee the Dean of Men is Chairman of the Committee on Social Affairs. He is a member of the Council of Administration. He assists in the operation of attendance regulations. Absences are sent to him by instructors.

At Pennsylvania State College the Dean of Men has some oversight over student morale, student conduct, community conditions, housing, orientation of freshmen, and the conduct and financing of student activities.

The Dean of Men of the University of Arkansas is adviser for all men students and looks after the general college life of these students.

At the University of Kansas the Dean of Men is Chairman of the Division of Vocations, Chairman of the Committee on Convocations and Lectures, and Assistant to the President.

The Dean of Men of Ohio Wesleyan University is a member of the Committee on Discipline, the Committee on Fraternities and Sororities, and Scholarship. He is Chairman of the Committee on Eligibility and the Committee on Social Activities, and the Committee on Student Loans Special Adviser to Foreign Students.

At the University of North Carolina the Dean of Students is a member of the faculty Committee on Fraternities, the Committee on Student Mortality, and the Committee on Cooperation with Alumni. He is Chairman of the Committee on Student Employment, Chairman of the Committee on Student Life and Activities and Chairman of the Chapel Committee.

The administrative officer at Harvard who does the work of the dean of men is known as the Regent. I quote from the Harvard bulletin:

The Regent is a University Officer who exercises a general supervision over the conduct and welfare of students. It is his duty to direct the proctors who reside in the University buildings, or in buildings to which the superintendence of the University extends. He is expected to inform himself of the conditions and management of all buildings in which five or more students are lodged, or in which student societies meet. He is also expected to inform himself fully about all students' societies and clubs, and to enforce the responsibility of the officers and members thereof for their proceedings.

Into the office of the dean of men of a state University like West Virginia University where two-thirds of the twenty-nine hundred students are men, and where there are no dormitories for men, comes a stream of students on missions so varied that they provide a veritable panorama—a changing shifting scene—comedy, tragedy; joy, sorrow; hope, fear—the assortment seemingly made by some inexorable law of chance.

I have stood with fraternity men before the grave of a dead brother. I have accompanied the body of a student, accidentally killed, as it was being carried to its last home in a little cemetery nestled among the beautiful hills of West Virginia. I have stood at the bedside of a student about to die in our infirmary and sought to comfort his father and mother. I have broken the news to instructors and students of the serious illness and death of parents. I remember staying up nearly all night with one young instructor to whom, in the absence of the President, I had conveyed the news of the death of his father in an automobile accident. Quite as vivid is my memory of a night ride by train with a father whose boy had run away from college and taken a room at a hotel in a nearby city. I recall seeking to quiet the nerves of a fine young fellow who one afternoon had accidentally killed a fellow student and friend while, with loaded guns, they were climbing under a fence. I shall never forget the session with a student who lost his mind and was reported to me after he had threatened the life of a local teacher. I remember more than one call from the local police department to come down to see students who had been arrested.

The office of the Dean of Men is a haven to which students, faculty members, parents, landladies, and others go when they have a real or fancied grievance or a request they hesitate to take to instructors or to other administrative officers. His office is a general clearing house for students who seek information about rules and regulations. He is the University trouble man. He is not a policeman. His business is helping young men and in this he gets his chief satisfaction.

Perhaps a more definite idea of the varied activities of the Dean of

Men will be gained from the following paragraphs concerning my own activities and experiences from day to day:

A large number of men call to fill out personnel record blanks which are filed in our office. These are used constantly to supply to instructors and to others information about students other than that on record in the office of the Registrar. These blanks are used as a basis for individual interviews for purposes of educational, personal and occupational guidance and readjustment.

Students are called in to conference concerning excessive absences from classes, irregular withdrawal from courses, and irregular habits reported by landladies, neighbors, merchants and others. Some of these students are supplied with information concerning University rules and regulations. Others are given kindly advice. A few are warned that their dismissal will be recommended if reports of irregular habits continue to come in.

Many students come to ask for leaflets on law, medicine, pharmacy, engineering careers, agricultural occupations, careers in business, etc. Leaflets prepared by our office together with those supplied by the National Research Council and by other universities supply the information. They are also directed to the Vocations Shelf in the library which was established three years ago on the recommendation of the Dean of Men. Among the books in this collection are: The Training and Rewards of a Physician by Richard C. Cabot; The Law as a Vocation by Frederick J. Allen; The Engineer by John Hays Hammond; The Training of a Forester by Gifford Pinchot; Training for the Newspaper Trade by Don C. Seitz; The Teacher by George Herbert Palmer; The Young Man and His Vocation by F. H. Harris; and Choosing Your Life Work by William Rosengarten.

The regular weekly required guidance meeting for the men of the freshmen class is held. One of the professors in the College of Medicine talks on Social Hygiene. After the talk several of the men remain for personal conferences and advice. Other talks and conferences on the Use of the Library, the Choice of a Life Career, How to Study, Keeping Mentally Fit, Keeping Physically Fit., etc., are arranged.

The Chairman of the Social Committee of the Inter-fraternity Council which is composed of representatives of seventeen national Greek-letter social fraternities on our campus, calls to talk over ways in which the fraternity open house dances can be improved. The Dean of Men at West Virginia University is a member of the University Social Committee and assists in the preparation of the social calendar, confers with representatives of men's organizations desiring to hold dances, and attends many dances each semester as patron of chaperone.

The Prep-master of one of our twenty-four fraternities for men calls for information as to the attendance of its eleven freshman "preps," and for my estimate of their progress, habits, etc. The administration of attendance regulations is in the hands of the Dean of Men at West Virginia. Through it much light is thrown on the habits, health, punctuality, and reliability of both men and women attending the University.

The Executive Secretary of one of the National Greek-letter Social

fraternities announces that he will visit the University on a date set to confer with the Dean of Men and others concerning the application of a local group for a charter in his fraternity. The members of the national fraternity in Morgantown and nearby towns are called together for a luncheon and a conference is held. After the luncheon the local fraternity is visited and inspected.

The student President of the University Y. M. C. A. calls to talk over his program for the year. The student in charge of the University Directory which is issued by the Y. M. C. A. also calls to talk over progress being made with the Directory. A member of the Faculty Advisory Board comes to confer on Y. M. C. A. finances. The Dean of Men is Chairman of the Faculty Advisory Board consisting of six faculty members.

A letter arrives from a nearby city asking for personal information concerning the character, habits, and qualities of a graduate of last year's class who is an applicant for a position. The letter is written and a conversation with the mother of the young man assures her of the interest of the University in his welfare.

A landlady informs me that a freshman boy has left town under circumstances that should be investigated. A telegram is sent to his parents. A telephone message from his father later in the day thanks me and states that an effort to find him will be made at once. Since the boy has been away from his room but one night I feel confident that these parents will have little difficulty in tracing their son.

A hundred paragraphs like the above could be written, all different. The work of the Dean of Men in a great University is never done, is never the same, and is always with human beings. That's why it's so fascinating.

The subject was continued by the following talk by Dean A. C. Zumbren of the Southern Methodist University.

There is not much left to say. I felt last year that there was a field here that would be worth while for this Conference to consider, thinking that we might secure inspiration in talking over our problems. After thinking the thing through, having been a student at a denominational school and a student at a large school, I came to the conclusion, that the problems and work of the Dean of Men in a denominational college and in a University are not so very different. They may differ somewhat in their intensity and number but the problems are very much the same. We have fraternity problems; housing problems; and problems of morale. They run parallel in the denominational college with the smaller college and university. There may not be quite such a heterogeneous group but I believe there is.

Our institution may be a little different from others. 45 percent of our patrons are from Dallas. One may think that our clientele is unusually fine coming from Christian homes and that they have higher ideals. This is not so. May I just say that some of the most difficult and serious cases of misconduct come out of these very homes; out of homes of bishops and high officials. Our problems are very different with these folks. They will never believe that their sons could be guilty of the

same things that others are guilty of. We had a young man who was gambling and we sent his father notice and suspended him. The father came to see why his son was suspended and I asked him if he knew his son gambled. He said he didn't know his son knew anything about cards. This young man did not learn to play cards in the Southern Methodist University but it was in his own home town that he learned to gamble.

The son of a very high official was dismissed and I had to look his father in the face and tell him why. I said, "I am a father and you are a father, let's play the game absolutely square, do you know your son is practicing sex immorality and he is drinking and gambling?" I am only giving you these instances to show that your problems are not so different from ours. Our problems are only more difficult because we stand for things that are higher and should have a finer type of student. One of the things that the Dean of Men in the religious institution has to face is the regulation respecting dancing which the denomination itself fixes.

I do not think the problems are very different but I think there will be some minor differences and every town and every institution will have to work out their problems to their own satisfaction in each institution. I will have to work to this end of the line very hard to represent the ideal presented to us by Dean Coulter. I think that the ideal given us last night was splendid but it left out the dark spots. It was an idealist portrait.

I think it is entirely impossible for the Dean of Men to separate himself from the problem of discipline. I believe in preventive discipline rather than the other type of discipline. It is very much more important than corrective discipline. Things are going along fine with us but we are holding our breath waiting for something to happen. I work very closely with the Discipline Committee. The chairman of this Committee is our coach. As has been said before, I do not think the problems and work of the Dean of Men in the denominational college is different from the state university. I think they are very much the same.

DEAN V. I. MOORE—UNIVERSITY OF TEXAS

By way of preface to my few informal remarks concerning the work of a dean of men in a state university I want to say that there were two things in Dean Coulter's talk which I did not like. The first was his intimation that he might not be with us in future meetings. I am comparatively new in this line of work. I have attended only three annual conventions. But the outstanding memory in the recollection of past meetings is that of the personality of this man who has been for a long time what all of us Deans of Men would like to be. We have drawn from him inspiration which has carried us through many hard trials. Dean Coulter will never know how many lives he has blessed directly and through the indirect medium of these talks in our body. I hope for many years to come we may enjoy the benediction of his presence.

My second complaint is that by his treatment of the discipline

problem he has ruined the effect of a perfectly good speech I had prepared along the line of discipline administration. He would relieve the Dean of Men of the so-called discipline problem or would eliminate the harsher forms of punishment. Of course any institution would be fortunate to secure at any price a man who can handle such problems in the way Dean Coulter can, but we cannot all be Coulters. In our University the body which appropriates money for salaries must be convinced that all those on the payroll serve some legitimate and specific purpose in the work of instruction or administration, and the Dean of Men is expected to serve the very, very legitimate and specific purpose of relieving the president of the harassing worry of administering discipline. Of course he does other things, but this function is considered most important by the legislative committee on appropriations. I should like very much indeed to say that we have no discipline problems at the University of Texas but that would be a plain lie and you would know it.

Since the most helpful things that have come to me in these meetings are experiences of others and since it is always possible to profit by these even though it be only by avoiding the other fellow's mistakes, I am going to tell you as briefly and simply as I can how our Student Life Staff of Texas is organized. The Dean of Student Life is ex-officio Dean of Men, and serves at the head of the staff. The work of Dean of Women is co-ordinate with that of the Dean of Men. Each office maintains its own staff and looks after minor problems of discipline, housing and social and other relations among the group it serves. Our Health Service is under the general supervision of the Student Life Staff, as are the Y. M. C. A. and Y. W. C. A., and the directors of student musical organizations.

For the handling of discipline we have a faculty Discipline Committee of twelve men and four women who serve in groups of four, each sub-committee being assigned usually cases of the same general type. To each sub-committee is attached one man, and one woman student. These students always sit with the committees and have full right to question witnesses and to discuss verdicts and penalties, though they have no vote. The system has worked well and has served to establish better relations between student body and faculty. Committee decisions are reported to the Dean of Student Life who may approve or return the case to the committee for further consideration. The second decision of the committee is final. The penalty is then put into effect by the Dean of Student Life.

We have two student courts known as the Men's and Women's Honor Councils. These bodies handle all cases of violation of the Honor System and of violation of student laws. Their verdicts must receive the approval of the Dean of Student Life to become effective. If he does not approve the decision of the Council he may return the case for further consideration or may carry it directly to a Faculty Committee.

The fact that I administer discipline has not embittered students against me nor against the members of my staff. We have not found that it has cost us the confidence of students. They come to consult us about every conceivable problem, as you very well know, are many and

varied, particularly in state institutions which must accept all who come. There are problems of finance, problems of health, physical and mental, special problems, in short all the problems of life.

Another major function of our Staff is the supervision of housing. We have only one dormitory for men, accommodating less than 150. There are several for women. The fraternities and rooming houses must take care of the rest. All these must be carefully inspected and graded so that we may be assured that proper standards of safety and sanitation are maintained.

The Dean of Student Life is general supervisor of all official student activities, and is responsible for restricting participation to those scholastically qualified under our rather strict rules of eligibility. This work is done through faculty supervisors appointed to work with the various student organizations. The directors of musical organizations are on the Student Life Staff payroll. Many valuable contacts are secured this way. We are constantly consulting with representatives of the dramatic organization, student publications, debate squads, student government, and other extra-curricular activities. With regard to publications we do not attempt to censor these to any extent whatever, except that the so-called humorous section of the annual is reviewed by a committee of the Publications Board. In all other journalistic work the editor is given a free hand and is held strictly responsible for what he prints.

The Student Life Staff exercises supervision over social organizations and must authorize initiation into fraternities and sororities. We make no effort to restrict rushing and pledging, but have adopted regulations which make it necessary for a pledge to meet a high standard to establish eligibility for initiation. Rush week and rules of pledging are under the control of the Inter-Fraternity Council of which the Dean of Men is a member.

Then, of course, there is the supervision of student social affairs; the planning of Freshman Week, with its convocations and conferences; the employment problem; the making of loans, and the collecting and correlating of loan records; and all sorts of committee work.

Our work is infinitely interesting because of the infinite variety of the problems presented. A Dean of Men must have a keen sense of humor; he must have courage; he must have sympathy most of all; and a modicum of intelligence: Equipped with these he may find his work the finest job in the world, and may last several years. He realizes, of course,—if he is not a fool,—that he carries his position on his lance's point. Yet in spite of all I would not exchange places with many on our campus. Which is just as well, since I am sure there is no one of them who would exchange places with me.

DISCUSSION AFTER DEAN MOORE'S PAPER

Dean Heckel: I feel very strongly that we must have discipline in all of our institutions and I thoroughly believe that the Dean of Men should be the best man qualified to take a leading part in this. I do not believe that it creates a barrier. I am very much opposed to Faculty

Committee discipline. I do not think they are qualified. The Dean of Men has things at heart and understands them, therefore he is the best man qualified to take care of the discipline. Students have come to my office who have been disciplined and say they have gotten a square deal and are leaving with no grudge and are better fellows. There is a time when sternness is necessary and students will lose respect for us unless we are capable of showing this. I see no reason why we should not face them frankly. I firmly believe that the Dean of Men should be a disciplinarian and I think we should take discipline out of committees because these committees can not function.

Dean Clark: I believe each one of us has to function in our own particular way. I am the oldest Dean of Men here. I have always had the same Committee when they live through it and do not get promoted, and it has been a very sympathetic Committee. When I go out of office shortly, if I am respected at all it will be with the men with whom I have disciplined. The last man I saw before I came here was a man whom I had suspended and he said to me "You have given me the squar-est treatment I have ever had." We do everything you do. I had to call a man and tell him his son had just died. I interviewed a father whose son had tried to kill himself. We have four people in our office, I have the dirty work to do. I call almost nobody but they come to see me; sometimes there are four or five hundred men a day to see me.

Dean Zumbrunnen: I wish we might some way or the other get more men from our smaller institutions in this conference. We have a state meeting in Texas and there are sixteen or eighteen men in this work. Can we not get more of these men in this conference?

Dean Goodnight: Would you like to put this in the form of a motion?

Dean Zumbrunnen: I put it in the form of a motion.

Dean Goodnight: There may be a difference of opinion in this. Should we start a publicity campaign and bring in the men from the Normal colleges and smaller colleges. Do I hear a second to this motion?

Dean Blayney: If that is done I am quite willing to second the motion. They should have at least one sectional meeting to allow them a chance to discuss matters of more particular interest to them.

Dean Graber: We find it difficult to get through the meetings now. If it is understood that the sectional meetings will not take time from our meetings it is all right.

Dean Doyle: Would it not be advisable to have this brought up at the regular business meeting?

Dean Goodnight: That would be a good time to have it. Is it your desire to withdraw it now and bring it up at the business meeting.

Dean Zumbrunnen: I withdraw it.

Dean Goodnight: It will be taken to the business meeting.

At this time Dean Clark was asked to come forward since it was his 66th birthday and the Deans of Men gave him their good wishes.

Dean Dubach was then called upon to give his experience with "Freshman Week." The following is his report:

FRESHMAN WEEK

U. G. Dubach, Dean of Men, Oregon State College, Corvallis, Oregon.

Freshman Week and its program are an attempt to save time and effort, and to lessen student mortality. Since freshmen are merely high school students transplanted from one environment to another, it is necessary to help them find themselves in the new situations and a new atmosphere. Among the features of Freshman Week having received special consideration are lectures, examinations, advisorships, meeting faculties, and limited social life.

I LECTURES

If the orientation lectures have in mind helping the students to adjust themselves from one atmosphere to another, and to prepare themselves for taking a training of a somewhat different type, the lectures naturally classify themselves into certain groups. The following are important:

1. Those stressing the new environment.
 2. Those helping the student feel a sense of responsibility.
 3. Those showing the student comparative values.
- Those teaching him how to use himself.

A. NEW ENVIRONMENT

Freshmen in any college or university come from varied environment—small schools and large, small towns and large, and country districts. A vast majority are bewildered by the new conditions in which they find themselves. All of them can be helped by the right kind of information. Therefore, the first lectures should give these embryo college students information about the institution from a physical point of view. The students should have opportunity to learn about the various divisions of the school and their relation to student government, who will control and how, what traditions are regarded important and why, possible student honors and their cost.

B. FEELING THE RESPONSIBILITY

Early in every student's life an attempt should be made to recognize his opportunity as a college or university student, and hence his responsibility. He needs to see his responsibility to his home, to the State, and society for making good use of himself, the college equipment, and his college opportunities. Freshmen need to have impressed upon them that for the first time in the case of most of them, they are entirely on their own responsibility. Parents are no longer conveniently or inconveniently at hand. Faculty cannot give the same personal attention given in high schools. That means that the student must face up to his new problems and make the proper use of his time, money, and strength. It means, that if he is to learn to be an independent member of society and a useful one, he must budget his means, his time, and his strength. It means that he must have the proper amount of rest at the right time, eat the right amount of the right kind of food, take the right kind of exercise. Someone in authority, possibly the Registrar, should explain outstanding college regulations. Students who come from small high schools have had the benefit of individual attention with respect to every situation in the high school. Of course that attention ceases. Therefore, regulations controlling such matters

as changing courses, dropping courses, finishing Incomplete or Conditional work, time for filing reports, and similar questions, need definite explanation with stress on the student's responsibility from this time forth.

C. COMPARATIVE VALUES

From the nature of the case, a great many high school students come to college with little thought of comparative values. All too often they have stressed to them that college life, whatever that is, is the real thing to get out of college. The athletic sweater looms above the honor fraternity. The social fraternity appears more vital than places on college publications and forensic teams. Very fortunately a great majority of these new students are willing to listen to a correct evaluation, scholastic attainment have important places in the products of action of the products and by-products of college life. Therefore, lectures should be given freshmen that health, appearance, manners, morals, at-college life.

D. HOW TO STUDY

One of the greatest difficulties of freshmen is to adjust themselves to the program of instruction and study. In a majority of high schools they have been under supervision and have had personal assistance both in study and in recitation. Lectures will confuse, performing experiments in the laboratory will be difficult, doing collateral reading and making real notes will be a new problem. Hence, methods of study will be all important. It is vital in the first place to help freshmen to see that the mere number of hours they sit with books is not synonymous with study. They must be taught how to listen and digest, how to read and make a proper synopsis, and how to perform and write up an experiment. Since our students will be in different fields, it will be necessary for them to have help in English and history, mathematics and science, and the various other fields in which they will naturally work.

SUGGESTED TOPICS FOR LECTURES

I Environment

1. The college
 - a. Building and campus
 - b. City and surrounding community
2. Student body government
 - a. Officers
 - b. Various organizations like honor committee
 - c. Publications and other agents of the student body
 - d. Honor societies
3. College traditions
 - a. College spirit
 - b. College songs
 - c. College landmarks

II Responsibility

1. To whom
 - a. Home
 - b. State
 - c. College

2. For what
 - a. The use of themselves and their substance
 3. How account
 - a. By budget of time, strength, and money
 4. College regulations
- III Comparative Values**
1. Student Activities
 - a. Athletics
 - b. Publications
 - c. Forensics
 - d. Musical organizations, etc.
 2. Social life
 - a. Fraternities
 - b. Student body social life
 - c. Relation to faculty
 - d. Relation to community
 3. Scholastic attainment
 - a. Honor societies
 4. Religious life
 - a. Importance of giving religious life consideration during development mentally and otherwise during college.
 - b. Agencies—as Christian Associations and Churches
- IV How to Study**
1. How to use library
 2. How to listen to a lecture and take notes
 3. How to read a book and make a synopsis
 4. How to perform and write up laboratory experiments
 5. How to write examinations
 6. Place of personality in college work
 7. How to choose and read in cultural fields outside of required work.

WHEN THE LECTURES SHOULD BE GIVEN

The lectures in the first three groups should all be given before the freshmen begin their regular college work. The freshmen are in a reasonably receptive frame of mind and will willingly listen to talks on the importance of finding themselves in their environment, and it is the easiest time to give them the feeling of responsibility for themselves and their college life, before the regular college work begins. It is likewise easier to explain to them the comparative values of products and by-products of college life before the entire student body is on the campus.

A part of the lectures on how to study should be given during this Freshmen Week. Freshmen should have some instruction on the use of the library, for instance, and a little bit of information on the difference between the methods he should pursue in his study and recitations in English, mathematics, and science for example, before he begins his work. Efficient and inefficient methods can be dealt with in a general way this first week. They should learn the importance of the personal element which they contribute to success or failure. The writer is convinced, however, that considerable of this can be done better after

the freshman is in his work than before. Therefore, he would suggest that these lectures be continued through the first term or even all of the Freshman year. This suggestion is made because it is much easier to show a freshman how to do some of his work after his assignments are made and after he has tried, then to give all of this to him before he has started his work. His actual experience and difficulties give him a receptive mind. There is danger in an over-dose of lectures if all of the work is given before the regular class work begins.

WHO SHOULD GIVE THE LECTURES AND HOW

Much of the success of orientation lectures to Freshmen depends upon the lecturer. The lectures must be decidedly simple, well organized, and concrete. They should be given by those who hold positions which command the attention and respect of the freshmen, and, more important still, by those who have personality to put over the idea. Much of the material should be illustrative. Wherever possible, simple outlines prepared in advance, should be given to the students. The lectures on how to study should of course be given by persons experienced in that field. It goes without saying that the lecture on how to read and brief a book should be given by one who is an expert in so doing. The same rule applies to the science and mathematics lectures.

The inspirational lectures should be given to the whole group at once unless the numbers are too great. Those instructional in character should be given in smaller groups so as to make personal contact and also so as to get student reaction and discussion. I refer particularly to such lectures as How to Study.

II ADVISORSHIPS

Experience in various institutions has proved the advantage and convenience of advisorships. If the freshmen from particular schools can be arranged in groups of 15 or 20 and placed under the advisorship of instructors of their schools for Freshman Week, the value of the work of the week is greatly enhanced. This procedure is helpful because it gives the freshman the benefit of learning to know personally, some instructor so that he can bring his questions, whether relative to the material presented during Freshmen Week or any other matter which may be troubling him. Likewise this advisor can check on his advisees and learn whether or not they are taking the best advantage of the opportunities given by the work of the week. Furthermore, the advisor can be helpful in getting the information necessary for the personnel sheet. Experience has proved too that frequently these freshmen make faculty contacts through the advisors which are lasting and beneficial through college life.

III MEETING WITH DEANS AND FACULTIES

In our experience we have found it very helpful to have at least one period set aside when the freshmen who have selected a particular school may meet with the Dean and department heads for the purpose of asking and answering any specific questions. At this time we have found it very valuable to explain to the freshmen about the courses and arrangement of courses thereby saving endless trouble when actual registration occurs.

IV PRELIMINARY EXAMINATIONS

During Freshman Week, preliminary examinations can well be interspersed so as to make the work not burdensome to the students. We have found it convenient to give the Psychological examinations one day, the English examination another day, and the mathematics examination another. I should add that when doing this the students are in the groups according to schools. This again gives another opportunity for personal contact with the Dean and leaders in the Schools. These preliminary examinations would be a real handicap to the beginning of the regular work if it were necessary to give them after school opens.

V SOCIAL LIFE OF FRESHMAN WEEK

In our first experience with Freshman Week we found our program too heavy. Therefore, we have intensified our lectures and have interspersed these preliminary examinations, and have reserved the evening for social life. A more or less formal reception by the President has proven very attractive. The following night the campus Christian Associations have given a big outdoor party with real success. This and the social activities have taken away the feeling of grind. I should add that during Freshman Week we have not permitted social engagements with fraternities and sororities.

DISCUSSION AFTER DEAN DUBACH'S REPORT

Dean Rienow: Is the registration of freshmen a part of "Freshman Week?"

Dean Dubach: We register the freshmen on Friday and the upperclassmen on Saturday. "Freshman Week" lasts three days.

Dean Rienow: How can the freshmen get registered on one day?

Dean Dubach: We can do this because of our program of "Freshmen Week." The registration works out rapidly because of this.

Dean Clark: How much money is spent?

Dean Dubach: I do not know exactly but not much.

Dean Coulter: Who determines the fitness of those to give lectures?

Dean Dubach: They are men from various departments whose ability we know.

Dean Dirks: How long do your advisors function?

Dean Dubach: During the three days. Some people say the students will not come early before registration, but they do it and are more and more keen to have this "Freshmen Week." There are fifteen freshmen given to each adviser. I have interviewed many of the students about it and they are very keen to have it.

Dean Hershey: How many of the freshmen are there?

Dean Dubach: He must be there.

Dean Hershey: Is there any penalty?

Dean Dubach: There is a penalty for late registration.

Dean Thompson: Is the information you give something that could not be given to them in written form?

Dean Dubach: They would not read it if it were given to them in written form. When would you give them the tests?

Dean Thompson: We do not give tests.

Dean Dubach: We do give them a printed outline which is gone over twice. We would not think of going back to the old way.

Dean Turner: Do you use the psychological tests for qualifications?

Dean Dubach: We give them to find out what the student is capable of doing. We check with these at the end of the first six weeks.

Dean Cloyd: We have had a plan of this sort for three years and would not be without it. We feel that we gain at least two weeks in getting these freshmen started in "Freshmen Week". We have four days but we want more than that.

Dean Waugh: We have had "Freshmen Week" for four years. We had just one day at first but now have three days, much the same as at Oregon. We have a high school senior day on which we call to the University all seniors from the surrounding high schools and give them certain information. Large numbers come to the University at this time.

Dean Goodnight: Would you be willing to have a show of hands in how many institutions does a Committee take care of discipline and how many does the Dean of Men take care of it?

By a vote there were 24 whose discipline is taken care of by a Committee and 7 by the Dean of Men.

Dean Miller: A student committee takes care of a great deal and I take care of some.

Dean Dubach: Ours is the same.

Dean Goodnight: May we have a show of hands of those who have the discipline taken care of by a student committee, whole or part.

A vote showed 6 institutions.

FIFTH SESSION

The Friday afternoon session convened at 1:30 p. m. with Dean Miller, President of the western section of the Association of Deans of Men presiding.

Dean T. A. Clark opened the discussion on Fraternity Problems with the following:

I do not know exactly what you want me to do and I can not say very much except what has come to me through experiences at Illinois. I am grand officer in my own fraternity and this has taken me many places so I have seen fraternities in many institutions.

I might say something about the organization of fraternities at Illinois. The Delta Tau and Sigma Chi fraternities were organized there in 1881 but after two or three months these apparently went out. On entering college in 1886 I was required to sign a statement that I would not align myself with any secret organization and before we were handed our diplomas we had to state that we had kept this agreement. In 1891 the trustees rescinded this action and these fraternities were re-instated and Kappa Sigma was installed in that year. We have had a very considerable increase in fraternities and have almost as large a number as any other institution. Cornell and Michigan have about the same number. We now have 64 national fraternities and about 14 locals. These do not include the professional organizations. We have 40 sor-

orities. One is asked very often what our attitude is toward these organizations. These organizations are not perfect, for no organization is. I recognize their weaknesses. I know my fraternity is not perfect but I like it and after all I see that there are weaknesses in it.

Fraternities have been a very great help in adequately taking care of the people who come to the University in housing and feeding them. To have eleven thousand students in a community of thirty thousand it would be impossible to take care of them as they are taken care of by the fraternities. It has been said here before that it is much easier to get a hold of men who are part of a group than it is to get a hold of men who are not a part of a group. It is easier to get things done. We have some private dormitories at Illinois and it is impossible to get much done in them as no one is willing to take the responsibility. I should be very sorry to have organizations go for I believe they are good for the men who are in them and good for the institution.

We have the open rushing system and I am not at all sure that it is best. It seems to be the only feasible one for us. I hope that before I leave the University we will have deferred pledging. It would have to be known ahead of time; two years at least. I think the organizations would get better men and that the men would stay longer. We have not followed the plan at the University of Illinois of enforcing regulations which they do not themselves first initiate. We have a number of regulations because we have educated the fraternities up to the point that we think these regulations are a good thing. We have no pledging regulations except those that they have made themselves. They may not do pledging off the campus, or in the summer time or during Interscholastic week. They enforce these regulations themselves. We do not permit initiation until the beginning of the second semester. The student must pass eleven hours and have a scholastic average of C. We do this to keep up their scholarship. The fraternity has asked us to do this. A fraternity may do more good or more damage than any other organization.

We have four scholarship reports a year. Two each semester. These reports are sent to our office first and we record them on the student's attendance card and get them back to the Dean of the College the next morning. We have on our records the scholastic reports of all students. All freshmen report no matter what grades they have made and all other students who fall below a C. We make up recods for all fraternities and the chairman of the scholarship committee comes in to get these cards. We then talk over the situation with him and give him some suggestions. We sometimes know more about the individual than the head of the house does. All fraternities have these scholarship committee chairmen who are upper classmen. I believe they sincerely try to have the study conditions for their men as admirable as can be. They always talk about the freshmen to me. I usually tell them I do not care so much about what the freshmen are doing because they are apt to do what the seniors do. I always tried to follow the example of my father and I believe the freshmen will follow the example of the seniors. These reports are available within three days to all fraternity officers. We do not give these attendance

reports to individuals. Instructors are about as bad as students. Although we have some regulations about attendance we have found that about 60 per cent of the absences are not reported. I should think that in religious institutions they should be a little more faithful than in our infidel institutions. These reports are of a great benefit as we can get a hold of the men and affect scholarship in that way.

We have never but twice had house mothers. Sigma Nu at one time had the mother of one of the boys in their house. She had her living quarters on the first floor and was a helpful person in the house. The alumni of the Phi Delta Theta chapter decided that the salvation of that chapter was in having a house mother. They hired one but she was not received with enthusiasm and very soon she folded her tent and silently stole away. Those of you who have had house mothers will know better than I. I have been in a number of institutions where house mothers prevail and the houses were in better order and the manners of the boys better but the moral situation is seldom helped by them. It is not likely to be helped unless the person in charge is very capable and fraternities are not able to pay for them.

Hell week! We have it. I believe the tendency is growing against it. We have however, rather completely confined these imbeciles to the house. We state specifically that it must be confined to their own premises and must not attract public attention. Of course we are not able to absolutely enforce this. I see no advantage in hell week as it is generally conducted. I wish it might be eliminated for it takes away the impressiveness and effectiveness of the ritual. I have seen these boys as they come up for initiation, they expect something and are not always paying such strict attention to the things that I am saying. We are getting away from that sort of thing slowly but I believe surely.

We have had a great deal of building in our institution. Houses sometimes cost far more than they should. It was attempted to limit the size and the price of the houses but it was felt that that would be interfering with somebody's rights. It is up to the alumni and people furnishing the money. I am sure that some of our houses are far too large and imposing. Our monthly fees are not as high as in some institutions; they run about \$55.00 a month. In order to keep them down to that rate it is necessary to enlarge the chapters. I am in favor of small chapters, for friendship is much more easily brought about by a smaller number. I wish our chapters might not be less than twenty-five nor more than thirty. We have, however, not yet had any financial calamities. They have so far been able to finance their houses and pay their debts. We like to have them go into new houses, yet I have found that the process of changing from house to house is disastrous to the organization and to scholarship. I believe that we ought to put a limit on the house and have something to do with their planning. The tendency in young people as well as in older people is to keep up with ones neighbor. If my neighbor buys a Marmon I feel humiliated when I drive my Ford. The fraternities feel that they simply have to keep up. My own fraternity built the first brick house

on the campus but now the boys hang their heads. I wish that as national officers we might discourage expensive houses.

I have simply given you my own experiences and my own view points.

The program was continued by Dean Louis H. Dirks of De Pauw University.

A minister was preaching his first sermon and in closing his prayer he said, "Give this church fresher zeal and new vigor." That is what I came out here for. My experience is very limited in this work and this is the reason I have maintained such a discreet silence. I have been Dean of Men for two years, my previous experience being in high school work.

I shall explain a little of the make up of the men at De Pauw University. We have 833 men at the University. 530 of them are known as Rector scholars. Two and a quarter million dollars were set aside for scholarships at De Pauw University. These scholarships to be granted to high school students of high scholastic standing and character. It is offered to the student who ranks highest in his class and then to the next one if he does not wish it and on down the class but it must be a student in the upper ten per cent of his graduating class who has not made a grade below 90. These scholarships are for a four year period providing the student maintains a certain scholarship. This gives us a very high type of student body as they must maintain this high scholarship or lose the honor given them by the University so they have every incentive to do good work and the result is that it has raised the scholarship in the University. The average number of points made by the men students before the scholarships were put in was somewhere in the twenties, but now it is approximately forty eight points. The effect has been to very greatly increase scholarship. We think we have a rather uniform group of men for we have approximately 300 men who must necessarily maintain a high standard to compete with the 530 men who are there on scholarships. We have two Jewish students, two Chinese students, and two Japanese students, so that that element does not count at all. Our boys are uniformly from Indiana homes and Indiana high schools which gives us a very uniform group of men to work with but they are red blooded men. They do about every thing that students in other universities do. We have fifteen fraternities at De Pauw. I asked a half dozen fraternity presidents what had been their greatest problem this year and they said keeping up the scholarship of the men, keeping them working up to their ability, keeping them at their jobs and keeping them from leaving; in other words, the effort to keep men working up to their capacity and doing the things they are able to do instead of being willing to do what they could get by with.

Deferred pledging has come up in our institution. After I had examined the grades of the freshmen for the first semester I found that the men in the fraternities made an average of 21 points and the men out of the fraternities an average of 26 points. The question was,

should we not take freshmen men out of the fraternity houses. I investigated what the capacity of the fraternity houses is and how many men they would have to have to finance them. The capacity of the fraternity houses is about 65 percent of all men in the University and the upperclassmen in the university is about 65 percent. The capacity of the fraternity houses was just 14 less than the total number of Sophomores, Juniors and Seniors, this would mean that the fraternity houses in order to have their full quota would have to take in all upperclassmen, leaving out fourteen. If we denied freshmen to fraternities they would simply go under. We have some who do not want to be fraternity men. We have a men's dormitory and have a fine group of men living in this house who do not want to be pledged. We have 62 percent of the men in fraternities now.

In the matter of hell week. We had a little of it this year but not much. We started a campaign against it using the fraternity and non-fraternity freshmen's scholarship records as our starting point. We told the fraternity men that they had had their pick of all the men in the university and that we took what was left; those outside having made 26 points and those inside having made 21 points. We claimed that we did better with ours than they did.

House mothers. We have one in every fraternity and it is one of the best things we do. We have no objection from the fraternities on that point. If a fraternity house does not have room for a house mother they have to make room for one, so that we have a house mother in every fraternity house. The salary of the house mother ranges from nothing in several cases to a maximum of forty dollars a month. I think every fraternity ought to pay something. Last year three of the fraternities voted to pay the house mother something and next year I believe more will. A very high type of woman applies for this position. I have an application from a widow of a rector who wants to be in a college town and wants to be a housemother. She asks nothing for her services. I have plenty of applications on file for these positions. I have been asked what do these women do. We do not define their duties. Some of them are good at one thing and some at another thing. All of them are sufficiently educated and cultured to fit in with a fraternity group. I asked a student what he liked best about his house mother and he said, "She sews buttons on my clothes." This is just one instance of the many motherly things which she does for the boys. The boys mothers come in frequently from other towns and they go right to the fraternity house to stay. Last week we had Mothers' Day and the mothers who came stayed at the fraternity houses and the house mothers acted as hostesses to them. I do not expect a house mother to tell me anything about what goes on in the fraternity. I do not want her to tell me anything. I believe house mothers do a lot of good in a motherly capacity.

Most of our fraternities are in new houses. The leading fraternities have all built new houses. Our houses have cost somewhere from fifty to eighty thousand dollars. It is necessary to have forty students in these houses to handle them and I think this is too large a number for a good fraternity.

The problems that come to us may not be as acute as in some other institutions on account of the uniformity of our group and also that two-thirds of our students come from the upper ten percent of the high school graduating classes.

A very interesting discussion was held in which various cases of mental complexes were considered.

The symposium was continued by the following remarks from Dean A. K. Heckel of the University of Missouri.

I must take issue with Dean Dirks on the house mother question. We have some graceful, some common place and some crude personages; some maiden ladies and some widows, sod and grass. We have one who was estranged from her husband. We have two wives of men, one an army officer and the other simply a wife. We have one group who says their house mother is graceful but dumb. Most of them are good bridge players. They have two bridge clubs where they do their gossiping and the scandal is then relayed to me. The house mother's duties are diversified and the ideas as to what she should do are very vague. Her only real duty is to be present at the house when girls or boys are brought there. In general their situation is one of responsibility without authority. The students are likely to regard the house mother as a necessary evil and look upon her as one imposed by a fussy faculty. We have had more or less sporadic movements to eliminate them. Her position is difficult because she has to be one with considerable diplomacy and tact. Last year my own fraternity dismissed their house mother because she became too much interested in politics. She was maneuvering so that certain boys would get positions of responsibility and those whom she opposed were chosen. We have no authority over the choosing and dismissal of house mothers. I would not dare say that a certain house mother was not a fit woman for the position for I might open myself to a libel suit. Some of the fraternities do come to me for advice in hiring a house mother and to look over the long list of applications.

In my opinion the term "house mother" is an unfortunate one. She may be a mother to the boys; she may give a certain motherly touch to the fraternity house but I must confess that I quite resent the use of the word "mother" in this connection. I attach to that word a deep sentiment. As a boy I caught something of the glamour of the functions of motherhood. I dislike very much the "pawing over" of the boys by the house mothers. The mere presence of the mother in the fraternity house does not turn the institution into a home. Of course she does correct social errors if she is informed on Emily Post. In many cases the boys are less boisterous and less profane. Sometimes the boys have very good manners in the house but I think the whole test of the institution must be judged upon the permanent effect of the morals. I was called once by a faculty wife who told me she was tired listening to profanity from the fraternity which was next to her. What is there to having an external pride if we can not have a certain seemliness in the house. If we can not have this the profession of house mother has not justified itself. In my investigation trips

I have seen some of the most outrageous conditions on the upper floors of the fraternity houses. Clothes were tossed in every corner, the rooms were full of vulgar posters and filth was everywhere. The theory is to have a house mother so the boys will not take girls into the houses but it is hard to tell whether the house mother is there or not. I have had some cases when the house mother was supposed to be there and boys would take girls to the house. During Thanksgiving holidays boys will take girls into the house mothers rooms and get them drunk. I have visited several houses where house mothers were not present and was very much heartened by the situation. A chapter must assume responsibility or it will lose much. At Missouri we have four or five house mothers who may be called capable the others have personalities which would not impress any one. These positions are sought by women who are trying to solve their financial problems or are wishing more social life. We have a very fine woman in my organization in Missouri. She is a graduate woman and very wholesome. If ever a house mother has justified herself she has done so. Fraternity men will have to face responsibilities sometime, they get away from a mother's influence sometime and I am inclined to feel, therefore that the house mother institution is in disfavor.

At Missouri last week the Pan-Hellenic Council abolished Hell Week. For three years we have been trying to do away with it. Last year we lost the vote but this year the fraternities voted to abolish it.

Dean Miller: How many Universities have abolished Hell Week?

Dean Dawson: Let us take a vote on this.

A vote showed that in nineteen universities Hell Week activities were carried on both inside and outside the fraternity houses; in fourteen universities the activities were confined to the house. There were four schools in which Hell Week had been abolished entirely.

Dean Armstrong: What is the usual time given to Hell Week activities?

Dean Parks: Hell Week is limited to three days at Ohio.

Dean Armstrong: Does any one have it longer than three days?

Dean Miller: Some places have it a week.

Dean Goodnight: We made an investigation at Wisconsin and found that in the second semester the men who were not fraternity pledges maintained their grades while the fraternity pledges dropped below. It was shown that the fraternity men got behind the first week of the semester while they were having Hell Week. We started a campaign against Hell Week and had very little results at once, but I am meeting with success now. Some of the fraternities have abandoned it all together and others are confining it to Saturday and Sunday. I think it will only be a short time until we can get rid of it entirely.

Dean Julian: What cooperation have you had from fraternity inspection officers?

Dean Goodnight: Very good.

Dean Heckel: Hell Week stunts very often bring out certain qualities in a man. A man is given a certain task to do and the fraternity

will be able to learn what qualities of leadership or courage this man has.

Dean Sanders: I am wondering how many deans have sought the help of the national officers of the fraternities in this matter. It occurred to me after Hell Week this year to write to these officers. In every instance some action has been taken in this matter by the fraternity council. Has any one here had experience along that line?

Dean Zumbunnen: I have conferred with a number of officers in that regard.

Dean Heckel: My own fraternity has adopted the plan of submitting their program for Hell Week to the Dean of Men to be O. K'd or to be changed.

Dean Ripley: One thing that brought about results with us was during Hell Week this past year one fraternity over stepped the bounds of decency. They were expelled from the campus and will not be allowed to return until September, 1929 and must petition the University Senate then. It was decided that some drastic action must be taken to do away with Hell Week. The Inter-fraternity Council met and voted to abolish it.

Dean Dubach: In how many colleges here is fraternity property tax exempt?

Dean Miller: Let us have a vote on this.

The vote showed that there were ten colleges represented in the conference whose fraternity property was tax exempt.

Dean Dubach: How many are there not on university property and exempt?

The vote showed nine.

Dean Goodnight: There is a great deal of agitation at the University of Wisconsin for exemption of fraternity property but the legislature requires it to be taxed.

Dean Moore: I am wondering if there are any considerable number of fraternities who bar the pledges from living in the fraternity houses. Our pledges were barred from living in the houses but have changed the past two years for financial reasons.

Dean Miller: How many pledges are barred from living in the houses until initiated?

A vote was taken which revealed only three; Leland Stanford, Minnesota and Wisconsin.

Dean Thompson: How many do not have freshman pledging but sophomore pledging?

Leland Stanford, Minnesota and Morning Side were the only ones represented which did not have freshman pledging.

Dean Miller: How many require house mothers.

There were only four who required house mothers.

Dean Waugh: I am wondering whether the existing conditions in the fraternities are due to the fact that there are house mothers or if the conditions would not be worse if there were no house mothers. I am convinced that the right kind of a house mother would be a wonderful help to the fraternity. When the request was made at our University that the fraternities have house mothers they seemed to think that an im-

position was being made put on them. They felt that it would be an added expense to them also, that they had no accommodations for a house mother. They were told to make plans so that they could take care of a house mother within a year or two. The boys say that as college men they are grown up and that they want to do what they want to.

Every woman who applies for the position of house mother is asked to fill out a statement or form and give the qualifications for the job and she has an interview with the dean. If I am convinced that they are of the right sort I put their names on a list and when an organization is in need of a house mother they come and get my list and go over it.

When I am asked what are the duties of a house mother. I answer their question by asking them if they have ever had a family of boys and if they have had they do not need to be told their duties. Our house mothers are dignified and raise the general tone of the house. We have 31 fraternities and all but five have house mothers. I called for a report on the house mother situation from the fraternity presidents and they say that they are now convinced that every fraternity should have a house mother. These five have small houses and they say that it is all they can do now to pay rent for their homes but will make arrangements to have a house mother just as soon as they think they can. I gave them two years. A house mother often saves the fraternity more than her salary by being careful buyers and buying in quantities. They stock up the shelves and take care of the laundry work so it is not such an expense to the organization.

Dean Heckel: I was discussing a situation with which I had had experience. The boys will report the absence of a house mother when she is apt to be out of town and it simply encourages the loafing of girls around the house. The house mother can not complain of misdeemeanors because she will lose her job. I believe that house mothers are good in some things but not so good in other things.

After a few closing announcements by Dean Worcester the meeting adjourned.

At the close of the afternoon meeting the visitors were given an automobile trip up Boulder Canyon. The scenic beauty of the gorge was much appreciated in spite of the rain and fog which prevented to some extent the fullest enjoyment of the excursion. It also helped convince all, if more were needed, that the University of Colorado were excellent hosts and that Colorado has delightful places to visit.

SIXTH SESSION

The Deans of Men were guests of the Interfraternity Council of the University of Colorado at a delightful dinner at the Hotel Boulderado followed by a dance at the Gymnasium. At the close of the dinner short talks were made by Howard Grant, President of the Interfraternity Council, Dean Miller of the University California, Southern Branch, Acting President F. B. R. Hellems, of the University of Colorado, and Dean Goodnight of the University of Wisconsin. Dean Worcester of the University of Colorado acting as toastmaster.

Dr. F. W. Shepardson, President of Beta Theta Pi and Editor of Baird's Manual made the address of the evening. Dr. Shepardson has attended eighteen of the nineteen sessions of the National Conference, is a past chairman of it, and is eminently qualified to speak of its work.

THE PRESENT WORK OF THE NATIONAL INTERFRATERNITY CONFERENCE AND ITS FUTURE PLANS

I was glad when I heard that Dean Clark was going out of town tonight for he has heard my speech. But when Dean Miller said he also had heard it, it disconcerted me a bit; as I have only the one speech.

I am sorry to interject into this fun here tonight anything of a serious nature; but I am going to be sober and earnest because I want to tell you of the workings of the Interfraternity Conference. I want to thank you for this opportunity to present something of its accomplishments.

When I was five years old my father took me to a college town and ever since then I have lived within the shadows of one. When I was eleven years old the Board of Trustees at Denison passed some anti-fraternity laws and fraternities were not restored in that institution until I was a sophomore. I joined a fraternity sub rosa. There were five members when I joined and never so many as nine. I have covered a pretty wide range of fraternity affairs since 48 years ago.

I want to call your attention to the arguments that were used against fraternities when the antifraternity laws were passed. Some of those were: that no Christian can belong to a college fraternity; that the close association in a secret organization leads toward immorality; that joining a college fraternity takes a student's mind from his work; that a fraternity destroys the literary societies; and that it breeds snobbishness. If I believed a single one of these things to be true I would not be here tonight. When I joined a fraternity there was little known about such organizations. We did not know certainly who the members of our rival fraternities were and practically nothing was known about the location of other chapters. Just a year before I was initiated William Raimond Baird gathered such information as was put in the first edition of his book, *Manual of American College Fraternities*.

Fraternities have gone through two states. From 1825 to 1880 they were of an individualistic type. From 1880 to date they have been a group type. Dean Hellems paid the fraternities a great tribute when he said that there is no comparison between the fraternities now and those of the years that are gone. In 1880 the word 'secret' meant something; but there are no fraternity secrets now. Then the fraternity was selfish and snobbish; and there was a great deal of animosity among fraternity men. There was no common feeling. The thought prevailed that a fraternity man was to find out what ideals the other fraternities had and then make fun of them; but never let anybody make fun of his own. Now everything is open and known. There are thirty to fifty million dollars invested in fraternity houses now and every student who is interested in fraternity things knows which house belongs

to a given fraternity. The college annuals contain pictures of the chapter houses, pictures of the various groups, and list the faculty members belonging to each organization.

At a meeting of the National Religious Education Association held at Chicago in 1909 it was suggested that the fraternities be asked to a conference to see if they would not cooperate in a movement to improve campus life. This call for an Interfraternity Conference came through religion. I must speak seriously to you. I must talk about religion; for all of our fraternities came from religion. The symbols and grips originated in the circumstances which confronted the people participating in the Crusades. They were forced in self protection to take solemn vows to one another. They disclosed their identity by emblems and shields. These emblems came from religion. They used the cross, the most sacred emblem. Crosses of various kinds are found among our fraternity emblems today.

I will never forget what took place at that meeting 19 years ago at the University Club in New York City. We met in the morning. A great deal of time was spent but we did not get anywhere. Every man was suspicious of every one else. Each group seemed to be thinking "No one will get anything out of us.." We adjourned for a recess and in the afternoon came together to try to accomplish something. By five o'clock when it was time to go, American College fraternities were linked together for common effort. We had discovered that all fraternities had a common purpose. We had listened to reports of different fraternities and had discovered that there was a common sincerity on the part of leaders. We discovered that we had common symbols and grips. We discovered that we had common problems; and that the things held in common by college fraternities were far more numerous and by far more potent than the things that pulled us apart. We discovered that there were different kinds of fraternities; and that some of them were very loosely organized. Our Conference decided at the start that it would fail absolutely if we attempted legislation. So the Interfraternity Conference is not a legislative body nor an administrative body but an advisory body. I have heard that it is almost impossible to describe the difference between the fraternities of 1900 and those of 1928. Surely there has been some powerful force at work among fraternity men.

Some of the achievements of the Interfraternity Conference are these: It brought leaders together. These leaders were recognized as earnest men. Friendships were formed among workers of different fraternities, understanding came and cooperation was made possible. Then steps were taken for the development of proper public opinion about fraternities. There is still a feeling in some places that a fraternity is a joke. I can see no joke in any organization which inspires a young man with lofty ideals in his plastic years. As the Conference developed people began to think that it must be significant, considering its leaders. They asked for information about the questions considered. So we are glad of a chance to show what we are trying to do. In the states of Mississippi and South Carolina where the legislatures had passed acts repealing laws forbidding the existence of fraternities in the state in-

stitutions, educational leaders turned to the Interfraternity Conference for help in reestablishing the organizations. The Interfraternity Conference seeks to bring the alumni into closer connection with the chapter. We advise the chapters to pick from the alumni and sometimes from the faculty, men as advisers, the idea being to get more matured men to help. There are college organizations that are inimical to fraternity ideals. They stand for drunkenness, debauchery of women and everything that is demoralizing. It is from organizations of this sort that 'hell week' came into the fraternity problems. Thanks to Dean Clark we have nearly put those things out of business. The Interfraternity Conference has tried to reconstruct some fraternities and to have some dead chapters revived. It has even started new fraternities. We determine to organize local Interfraternity Conferences to get our view point to the college boys. Since then we have medical fraternity conferences, law fraternity conferences and honor society conferences. We have assisted the fraternities with their chapter house problems. A study was made of the conditions of life in the house, of the improvement of the organization inside the house, of cooperative buying, of food values, of social hygiene, of morals, of business training afforded in such positions as treasurer, of chapter house architecture, of the financial control of houses, of membership problems, of high school pledging, of the lifting of pledges, whether a freshman should be initiated or not, the supervision of pledges and training of them. I can not find an argument for deferred pledging, believing that no better training can be given a freshman than that given in a fraternity; and noting, further, no college supervision of freshmen comparable with it.

Fraternity leaders do not know where the fraternities are going. We know they are going somewhere and we believe they are going along the right road. We are going along the road where people applaud the right. We know that there is one body of men who must help us to get our ideals across to the college boys and that is the Deans of Men. I should not give my time to the college fraternities unless I believed in them. I believe there is no more potent force in the moulding of character among college students than the American college fraternity.

John Oxenheim once wrote:

To every man there openeth
A way and ways and a way,
And the high soul climbs the high way
And the low soul gropes the low
And, in between, on the misty flats
The rest drift to and fro.
But—to every man there openeth
A high way and a low
And every man decideth
The way his soul shall go."

It is the high souls we are hunting for and it is they that we are going to get; and we are going to get them through the work of the National Interfraternity Conference.

A southern poet has expressed quite clearly our animating purpose:

"An old man, going a lone highway
Came in the evening cold and gray,
To a chasm vast, both deep and wide.

The old man crossed in the twilight dim
The swollen stream was as naught to him.
But he stopped when safe on the farther side
And built a bridge to span the tide.

"Old man," said a fellow pilgrim near,
"You are wasting your time in labor here;
Your journey will end with the closing day
You never again will pass this way.
You've crossed the chasm deep and wide
Why build you this bridge at eventide?"

The laborer lifted his old gray head.
"Good friend in the way I have come," he said,
"There followeth after me today
A youth whose feet must pass this way
This chasm which has been naught to me
To that fair haired youth may a pitfall be.
He too, must cross in the twilight dim
Good friend I am building this bridge for him."

SEVENTH SESSION

The last session of the Conference was called to order at 9 a. m.
by the President.

DEAN CULVER

The Detection and Proper Handling of Cases of Disturbed Mental Health

Recalling the first session which I attended at Minneapolis—a sort of joint meeting with some other university group—I am not unmindful from the reactions both during and after that affair, that we as a body are somewhat conservative as regards immediate or offhand approval of new things in university administration. We are still considerably interested in the human and personal side of education. We prefer to wait for at least some tangible results before committing ourselves to unreserved approval. Both from my training in biological sciences and my work as a Dean of Men, I am inclined to approve and uphold this attitude of conservatism.

This does not mean that any one of us is opposed to progress or that we are blind to the truth that there are probably better ways of doing things. It does, however, I believe, carry the assumption that certain established orders of things may not be entirely worthless and that progress will probably be best assured if it is built upon the experience and lessons of the past. From my own experiences as a university administrative officer, and I have no doubt these experiences are fundamentally the same as yours, I feel that there is something comparatively recent, coming into our universities and colleges that is very much worth our friendly study and interest—something which bids fair to help us as deans in the solution and constructive handling of one group of our most perplexing and I may say oftentimes most distressing problems. I refer to the work being carried on by trained psychiatrists in the field of mental hygiene.

As I can by no stretch of the imagination be classed either as a psychiatrist or as an expert in mental hygiene, I must for any technical

discussion or presentation of the case refer you to the literature upon the subject, most of which is found in the various volumes of "Mental Hygiene," especially in two papers by Dr. Frankwood E. Williams entitled "Mental Hygiene and the College Student." I have no doubt that many of you may be perfectly familiar with this literature but, if I may judge from my own experiences and lack of general information on the subject prior to last year, I believe that some of you at least the subject will carry an appeal of interest. At the end of this paper will be found a bibliography that I hope may prove useful.

With a limitation of fifteen minutes at my disposal I feel that I can but present this subject to you by relating some of my own experiences and observations concerning students and mental hygiene—not because there is anything at all unique or unusual in the cases but rather with the hope that you will find them closely paralleling many of your own experiences with students. The subject is one which I believe involves an increasing number of individuals in all our universities and colleges. In relating these experiences with so-called "mental cases"—I like best the term "personality cases"—I shall select more or less at random from the eight years of my experience of administrative work at Stanford.

Student A. A transfer student, who registered with 121 units and who carried only 10 units with a loss of 8 grade points during his first quarter at Stanford, came to my office and applied orally for a leave of absence. He was told that there would probably be no trouble about securing a leave but that he would have to present a written request setting forth his reasons for wishing to withdraw. After writing several petitions and tearing them all up he finally, two days later, submitted the following petition:

"I wish to be granted a leave of absence for the following reasons: Due to numerous domestic problems at home, *mental problems* of my own, and defects in education and development, namely English grammar, foreign language, and memory; and desiring a period of about six months to solve these difficulties; so that in the future I may receive the maximum from the university training."

The petitioner was immediately sent to the medical adviser and from there to the psychiatrist at the Stanford Hospital in San Francisco. This case represents the beginning of a psychosis based largely on sex problems. The student entered Stanford as a junior transfer and was 24 years old when he matriculated.

Student B. A freshman from a small town in Nevada came into my office for consultation. He was undersized, appeared undernourished and was decidedly under-financed. Regular and sufficient meals soon put him in a better physical condition. Part time work and a gift of \$50.00 from a friend whom I interested in the boy relieved his financial situation, but social and scholastic adjustments became increasingly perplexing to him. He became homesick and lonesome. His statement that he cheered himself during these periods of depression by working out mathematical problems interested me. It was something new as regards mathematics.

My secretary came in one day and said that the boy, who had been waiting in the outer office had fallen into a sort of drowsy stupor. I

immediately went out and tried to interview him but found his replies incoherent. The university physician took him to the hospital and later to a state institution. He stayed there a year or so, was discharged and went immediately to his brother's home in San Francisco where after a few days he committed suicide by shooting himself.

Student C. One of the most popular and prominent men in school socially and otherwise, a man of means, recieved his A. B. and entered the Harvard Graduate Law School. He worked hard but did not make the required grade and was not allowed to re-register. What he felt as the disgrace of this failure depressed him greatly. He finally decided to go into medicine and registered at Stanford for his first year of pre-medical work. His studies in physics and chemistry were entirely foreign to anything he had taken as an undergraduate and along with his biological courses were a severe strain on his physical and mental resources but the quality of his work was satisfactory. He, however, continually referred to his failure in law. It was all too much for him and he is now apparently hopelessly broken mentally.

Student D. Sometime ago one of the backfield men on the football 'varsity could not start in an interseasonal post-season football game because of extreme nervousness, but went into the game later. He had been a brilliant and dependable 'varsity player throughout the season.

The boy called on me during the Christmas vacation. His condition was such that I advised him to stay out of college and take up some outdoor objective work. This he did for a while, then attended an art school in San Francisco but is now in a private institution and apparently hopelessly broken mentally.

This student was one of the finest and best boys I have ever known. He had a highly developed sense of ethics in athletics was better than a B grade student and comes from a family noted for scholastic attainments, a sister having been a Phi Beta Kappa at one of the largest Pacific Coast universities and a brother an A student at another large university. All the family seem high strung and sensitive. So far as can be learned there was no physical injury responsible for the boy's mental condition.

Student E. A partially self-supporting student from Texas, who acted as a switchboard operator at the university, a junior scholastically and a member of one of the strong fraternities, apparently in good health and happy, suddenly tried to drown himself in San Francisco Bay. The boy was discovered and taken to the hospital, he tried to kill himself with a razor blade. The physician handling the case informed me that there had been insanity in the boy's family. The boy was sent to a state institution but was later released and moved to another state. Judging from a letter written sometime after his release,

Student F. I began to receive reports and queries concening unusual and absurd social activities of a well known upper classman, a man of considerable means and social prominence. Shortly afterward he went to the hospital because of influenza. There he tried to set fire to his mattress and bedding. He was finally sent to a state institution.

Student G. An upper class transfer from a large Pacific Coast university had approximately a record of B average on entering and did

satisfactory work at Stanford. His mental condition was not discovered until he had written a letter accusing the auditor of stealing some of his books. The medical school psychiatrist pronounced his case as *dementia praecox*. This condition evidently was known at his previous college.

Student H. This man attended Stanford for eleven quarters, not including leaves of absence and failure to register for two quarters. He was thirty years old and came to the University as a U. S. veteran trainee. An unofficial examination by the medical school psychiatrist and the U. S. veterans' base hospital resulted in a finding of a dangerous condition of *dementia praecox*. The student was finally denied registration unless he could furnish clearance through the medical school psychiatrist, but he refused to submit to an official examination either at the base hospital or the medical school. He continued to stay about the University and no way was found to get rid of him except through court procedure, setting forth a belief in unsound mental condition. Such a procedure would result in a formal court appearance and the right to trial by jury. No one cared to take a chance of possible jury acquittal. The man was a constant menace to the lives and safety of university officials. He finally disappeared but the probabilities are that he will return.

Without going into the personal history of additional cases I shall simply state that I recall at least six instances of men who were given leaves of absence during the past autumn quarter, after they had been examined by the psychiatrist at the Stanford Hospital in San Francisco. Practically all cases of this nature were first noticed from observations made in the Dean of Men's office during the routine contact with men students. There are other cases of commitment to institutions, many withdrawals from college, and I have purposely omitted from this discussion a type of case familiar to all of you—those involving various phases of sexual psychoneurosis.

There is no matter of theory concerning what I have been discussing. The cases I have mentioned deal with real individuals, college men, and represent what I feel is an increasing number of problems in our schools. It may be that the cases merely seem to be more numerous because we are becoming more aware of our responsibility, but my own feeling is that with the increase in numbers in many of our schools and our highly selective processes in others, the keen competition for high grades and high social positions, the stress and strain in our university student bodies is becoming more intensified and more complex with the resultant cracking of those who are unable to adjust their personalities to the existing conditions.

Personally I feel that many of the cases in my own experience could have been very materially helped if they could have been discovered earlier and I believe that they could have been discovered if all incoming students had been given a casual examination by a well trained psychiatrist.

Preparatory school boys who are frequently regarded as especially gifted by their teachers because of certain individual traits are in many instances boys with unadjusted personalities. They have drawn apart

from the normal contacts and activities of their school fellows and sought the comfort, solace, flattery or whatnot of emotional teachers.

I believe you will agree with me that many or a majority of "personality cases" are easily and directly traceable to home conditions. One writer has very aptly stated that being an only child is a disease in itself. No one of you has any difficulty in recognizing the mother of an only son after her interview is only a few minutes old.

It is the dread of the reaction at home that haunts many a college boy during the time leading up, during and after examinations. It is the exaggerated notions in the home communities concerning fraternities and social ratings at college that help upset the mental equilibrium of more than one normal but sensitive mind when it contemplates the holiday home coming. It is the effort to build up a false personality to meet a more or less artificial social standard that leads to emotional demonstrations that have lost even the reflexes of coordinate reasoning and action.

There is a wonderful vitality and an unbelievable power of recuperation and adaptability in man's nervous and mental equipment but it needs and deserves a very high degree of hygienic care throughout the course of its delicate and complicated functioning.

I feel that it is perfectly within the record to state that for many years Deans of Men have, without any training whatever in the field of psychiatry, been handling as best they could a great many cases that from the outset should have been diagnosed and handled by men highly trained and practiced in the work of psychiatry. I believe also that notwithstanding the feeling some of us have that from our experience we know very well when and how to handle such cases, as a plain matter of fact we know very little about them and from a modern scientific standpoint we should no more be expected to diagnose and handle them than we would cases of scarlet or typhoid fever, or small pox. To wait until cases are so pronounced as to attract our attention and then to turn them over to experts is no proper or adequate handling of them. It is of course a large part of our duty to observe and report our observations but the real determination and treatment of cases belong to the psychiatrist.

My conclusions are very simple and direct. Every university or college of any considerable size should have on its regular staff available at all time the services of a well trained psychiatrist and he should examine personally and report upon or have charge of the examination of each candidate for admission before such candidate is allowed to matriculate. Further examinations should be made at intervals through the student's academic career. No educational institution should transfer to another school a student known or suspected as an unadjusted personality case without adequate notice thereof.

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Dean F. F. Bradshaw of the University of North Carolina who was to give further observations was not able to be present so Dr. F. G. Ebaugh, Director of the State Psychopathic Hospital of the University of Colorado at Denver gave an insight into his work.

Dr. Ebaugh believes that mental hygiene in colleges is very important and although there are comparatively few colleges who have trained psychiatrists now, the work is being rapidly developed. He presented several interesting cases with which he had dealt and told of the results. He stressed the importance of getting a hold of the abnormal student early enough to be able to make the necessary adjustment. Many times the examination by a trained psychiatrists of a student entering college will prevent serious difficulties in the future.

DISCUSSION BY DEAN J. W. ARMSTRONG—NORTHWESTERN UNIVERSITY

Dean Armstrong's discussion was limited through lack of time to express himself fully on this subject. The following summarizes his opinion:

"I am in favor of adopting the point of view of mental hygiene in our work as Dean of Men and to have a mental hygienist (or psychiatrist) as a consultant. But I am not in favor of advertising such a consultant as a mental hygienist. I think too, that such a point of view should be integrated and kept in perspective with the various phases of personnel, medical, religious, physical and educational points of view. We have the latter type of system in operation at Northwestern University.

BUSINESS MEETING

Dean Goodnight: By special request I released Dean Doyle and asked Dean Moore to act as chairman of the committee on time and place of the next meeting. Dean Cloyd takes the place of Dean Doyle. Dean Moore will give his report.

Dean Moore: This committee is not in line to state the place of the next meeting. We desire you to put yourselves on record as deciding whether the next meeting should be east or west of the Mississippi. Will you give a show of hands which you desire.

It was voted to hold the meeting east of the Mississippi.

Dean Miller: It is my great desire that at least every other year it will come far enough west so we can attend it.

Dean Moore: The meeting is to be set not later than May 1st next spring. Since the majority wish the meeting to be held east of the Mississippi it will be at George Washington University at Washington, D. C.

Dean Goodnight: Is there any further discussion.

Dean Hamilton: I move that this report be adopted.

It was seconded and carried unanimously.

Dean Goodnight: May we now have the report of the committee on nominations?

Dean Bursley: One of the advantages of an informal organization is that we can alter things from time to time to suit ourselves. Although previously we have only had two officers we will provide for a vice-president this time. Therefore we recommend for the next year, Dean Culver, president; Dean Doyle, vice-president; and as you know F. M. Dawson who is the secretary this year was elected for a term of three years.

It was moved and seconded that the ballots be closed.

Dean Goodnight: You have heard the report. Is there any further discussion? Are you ready to vote?

The report of the nominating committee was carried unanimously.

Dean Goodnight: Dean Coulter who is chairman of the committee on resolutions will give their report.

Dean Coulter: Our resolutions are of an informal nature. Be it resolved:

I. That the heartfelt thanks of the association are due to the authorities of the University of Colorado for the manifold and generous courtesies extended to the Conference. For abounding hospitality, for transportation, for excursions to points of interest, for the pleasant and commodious provision for the meetings and many other acts of thoughtful courtesy.

II. That the special thanks of the Conference are due to Acting President Hellems and Dean Worcester for their indefatigable efforts to make the Conference a success and to add to the pleasure and comfort of those in attendance.

III. That the Conference express its high appreciation to the Interfraternity Conference of the University of Colorado in tendering to the members of the Conference a complimentary banquet. The occasion was one of rare enjoyment and marked one of the high spots of an exceptionally successful meeting. To the Interfraternity Council and to the constituent chapters of the Council we extend our heartfelt thanks.

IV. To Mrs. Johnson, to whom was assigned the difficult task of reducing to intelligible English the utterances of the members of the Con-

ference in the atmospheric disturbances dignified by the name of discussions, our sense of warm appreciation for her faithfulness, her patience and above all for the rare intelligence which enabled her to bring a semblance of rationality and continuity to the proceedings.

V. To the President and Secretary of the Conference for the time and thought devoted to the preparation of the program for this Conference, for the complete and satisfactory arrangements, which mean so much for the success of each meeting. Because of their service a possible tombstone has been made a real "mile-stone."

It was moved and seconded to adopt this report.

Dean Goodnight: Is there any further discussion?

Dean Hershey: I am very glad to have been in this Conference and I am going to make a suggestion. There are so many men who do not take advantage of these meetings. Men representing colleges which have an attendance of fifteen hundred or less and some from larger institutions. I think these men need something that this Conference gives but they are not responding. I wish something could be arranged in the programs to secure the attention of these men.

Dean Goodnight: Do you wish a section in the program for the smaller colleges.

Dean Thompson: I have not felt that the discussion has been such with probably few exceptions that there is any need of the Conference dividing its time. They would probably gain more to stay right with the regular Conference rather than to be segregated. I would not favor it personally.

Dean Goodnight: Is there further discussion?

Dean Zumbrunnen: I am in favor of this resolution. We want to get these smaller colleges in this Conference. I would suggest that the minutes of the meeting be sent to other institutions rather than those represented here. We have something like sixteen or twenty Deans of Men in Texas and only three her. I do not know whether this announcement was made to them or not. They ought to be here and that is the reason I am in favor of this.

Dean Goodnight: Are you ready for the question?

The question was called for and recommendation was carried unanimously.

It was voted to send the greetings of the Conference to Dean Hormell who was Dean of Men at Ohio Wesleyan College for seventeen years and was a regular attendant at the Conferences.

Dean Dawson: We have forty copies of last year's minutes available, if you would like one give us your name and we will send one to you. The meeting adjourned.

APPENDIX

- A. Roster of those in attendance.**
- B. Summary of previous meetings.**
- C. Minutes of Annual Meeting of Deans of Men of Western Colleges.**

APPENDIX A

Name and Address	Title	Institution	Fraternity
Alderman, Wm. E., Beloit, Wis.....	Dean of Men.....	Beloit College.....	
Armstrong, J. W., Evanston, Ill.....	Dean of Men.....	N. W. Univ.....	Wranglers.....
Blayney, L., Northfield, Mass.....	Dean of Men.....	Carleton Col.....	K.A.....
Blayney, L., Northfield, Minn.....	Dean of Students.....	U. of Mich.....	
Clark, John D., Albuquerque, N.M.....	Dean of Students.....	U. of N. M.....	K.S.....
Clark, T. A., Urbana, Ill.....	Dean of Men.....	U. of Ill.....	A.T.O.....
Cloyd, E. L., Raleigh, N. C.....	Dean of Students.....	N. C. State.....	P.K.T.....
Coulter, Stanley, Indianapolis, Ind.....	Dean Emeritus.....	Purdue.....	
Culver, G. B., Stanford, Cal.....	Dean of Men.....	Leland Stanford.....	D.U.....
Dawson, F. M., Lawrence, Kans.....	Men's Adviser.....	K. U.....	
Dirks, L. H., Greencastle, Ind.....	Dean of Men.....	DePauw.....	
Doyle, H. G., Washington, D. C.....	Dean of Men.....	Geo. Wash. U.....	
Dubach, U. G., Corvallis, Ore.....	Dean of Men.....	Ore. Agri. Col.....	S.P.E.....
Duke, V. L., Redlands, Cal.....	President.....	U. of Redlands.....	
Edmondson, C. E., Bloomington, Ind.....	Dean of Men.....	Ind. U.....	D.T.D.....
Farley, F. L., Stockton, Cal.....	Dean of Col. of L.A.....	C. of Pacific.....	D.T.D.....
Gardner, D. H., Akron, Ohio.....	Dean of Men.....	U. of Akron.....	B.T.P.....
Goodnight, S. H., Madison, Wis.....	Dean of Men.....	U. of Wisc.....	K.S.....
Graber, M. E., Sioux City, Iowa.....	Dean of Men.....	Morningside.....	
Hamilton, J. M., Bozeman, Mont.....	Dean of Men.....	Mont. S. Col.....	S.C.....
Heckel, A. K., Columbia, Mo.....	Dean of Men.....	U. of Mo.....	A.T.D.....
Hershey, C. B., Colorado Sprgs.....	Dean of Men.....	Colorado Col.....	
Holleman, A. E., Tulane, La.....	Dir. of Stud. Act.....	Tulane U.....	
Johnson, S. A.....	Dean of Students.....	Col. Agri. Col.....	
Julian, J. H., Vermillion, S. D.....	Dean of Men.....	U. of S.D.....	
McElroy, C. H., Stillwater, Okla.....	Dean of Men.....	Okla. A. & M.....	
Miller, E. J., Los Angeles, Cal.....	Dean of Stud. Life.....	U. of S.C.....	
Moore, V. I., Austin, Tex.....	Dean of Men.....	U. of Texas.....	K.S.....
Morrow, C., Pullman, Wash.....	Dean of Men.....	St. C. Wash.....	P.S.K.....
Nicholl, W. E., Pomona, Cal.....	Dean of Men.....		
Nicholson, E. E., Minneapolis, Minn.....	Ass's Dean of Men.....	U. of Minn.....	B.T.P.....
Nowotry, A., Austin, Tex.....	Student Couns.....	U. of Tex.....	
Park, J. A., Columbus, Ohio.....	Dean of Men.....	Ohio St.....	A.T.O.....
Phelan, J.....	Dean of Men.....		
Prather, E. D., Brookings, S. D.....	Dean of Men.....	S.D. St.....	
Rienow, R., Iowa City, Iowa.....	Dean of Men.....	U. of Iowa.....	B.T.P.....
Ripley, G. E., Fayetteville, Ark.....	Ass't Dean of Men.....	U. of Ark.....	
Rollins, J. L., Evanston, Ill.....	Dean of Men.....	N. W. U.....	P.D.T.....
Sanders, W. L., Delaware, O.....	Nat. Interfr. C.....	Ohio Wes.....	S.C.....
Shepardson, F. W., Chicago, Ill.....	Dean of Men.....		B.T.P.....
Smiley, E. K., Grand Forks, S.D.....	Dean of Men.....	U. of N.D.....	B.T.P.....
Thompson, J. J., Northfield, Minn.....	Dean Stud. Affairs.....	St. Olaf Col.....	
Thompson, T. J., Lincoln, Nebr.....	Ass't Dean of Men.....	U. of Nebr.....	
Turner, F. H., Urbana, Ill.....	Dean of Men.....	U. of Ill.....	S.A.E.....
Vance, J. M., Wooster, Ohio.....	Dean of Men.....	Col. of Wooster.....	
Wardell, M. L., Norman, Okla.....	Ass't Dean of Stud.....	U. of Okla.....	
Wahr, F. B., Ann Arbor, Mich.....	Dean Col. L.A.....	U. of Mich.....	A.S.P.....
Waugh, K. T., Los Angeles, Cal.....	Ass't Dean of Stud.....	U. S. Cal.....	P.D.T.....
Williams, V. M., Minneapolis, Minn.....	Affairs.....	U. of Minn.....	S.N.....
Worcester, P. G., Boulder, Colo.....	Dean of Men.....	U. of Colo.....	D.T.D.....

APPENDIX B

SUMMARY OR PREVIOUS MEETINGS

Since so many of those now attending this Conference have recently joined, it has occurred to the secretary that a summary account of previous meetings might be of interest to many receiving these minutes.

The first meeting, held during the spring of 1919, was result of initiative of the "Big Ten" deans and attendance was small.

At the third meeting held in Iowa in 1921, there were sixteen in attendance and for the first time the secretary, Dean Goodnight, was instructed to print and distribute the minutes. From this and succeeding reports of minutes the following summaries are taken:

Meeting	Present	Words in Minutes	Place	President	Secretary†
3rd	16	6,000	Iowa	T. A. Clark	S. H. Goodnight
4th*	20	12,500	Kentucky	Nicholson	S. H. Goodnight
5th	17	12,020	Purdue	Coulter	Nicholson
6th**	29	30,100	Michigan	Bursley	Nicholson
7th	31	46,000	North Carolina	Reinow	Bradshaw
8th	46	50,000	Minnesota	Melcher	Bradshaw
9th	43	30,000	Georgia Tech.	Field	Bradshaw

*No minutes were printed during Dean Goodnight's first year of service as Secretary.

**By mutual agreement Dean Bradshaw published the minutes of the North Carolina meeting instead of Dean Nicholson, the outgoing Secretary.

†To serve three years.

The following lists indicate the topics that have appeared on the minutes most prominently during the seven sessions:

THIRD MEETING

1. Student Government.
2. Fraternities.
3. Scholarship Reports.
4. Regulation of Social Life.
5. Student Health.
6. Absences.
7. Auditing accounts of Student Organizations.

FOURTH MEETING

1. Theta Nu Epsilon.
2. Helping the Freshman.
3. Price of Dance Orchestras.
4. Bad Checks.
5. History, Development and the Duties of the Office.

FIFTH MEETING

1. Personal Work of Dean.
2. Fraternity Discipline.
3. Limitation of Extra Curricular Activities.
4. Control of Accounts of Student Organizations.

5. Should a Student Choose His Course at the beginning or close of Freshman Year?
6. The Anti-Fraternity Campaign.
7. The Responsibility of the University for the Control of the Moral and Social Life of the Students.
8. Rooming House Problems.
9. Guidance Activities in American Colleges and Universities.

SIXTH MEETING

1. What are typical functions?
2. How can a dean come into closer personal contact with a large body of students?
3. Personal work and vocational guidance.
4. How can students be stimulated to greater and more intelligent interest in problems of the day?
5. Relation of the General and Professional Fraternity to the University.
6. What should be ultimate aims:
 Scholarship requirements for pledging and initiation.
 Eligibility requirements for extra-curricula activities.
 Student Government, its character and extent.

SEVENTH MEETING

1. Fraternities.
2. Sophomore pledging.
3. Study of prevalence of the office of the Dean of Men, and its functions.
4. Extra-curricular activities.
5. Uniform method of reporting fraternity scholastic rank.
6. Student morality.
7. Dormitories.
8. Class scraps.
9. College spirit.
10. Rooming house inspection.
11. Bad checks.
12. Automobiles.

EIGHTH MEETING

1. Fraternity housing, pledging and scholarship.
2. Student government and welfare; sex, social, education, religious agencies.
3. Relationships of the dean's office.
4. Social life of unorganized students.
5. Freshman problems: freshman week, selection of students, college placements examination.
6. Personnel Bureau and Dean's Office.
7. Procedure in Personnel work.
8. Liquor Problems.
9. Student Loans.
10. Maintaining personal contact in large institutions.

NINTH MEETING

1. The Unorganized Groups' Social Life.
2. Fraternities.
3. Student Government.
4. Automobiles.
5. The student who works to provide expenses.
6. Social customs and regulations.
7. Freshman orientation and guidance.
8. Discipline.
9. The Organization of College Personnel Work.

TENTH MEETING

1. Extra-curricular Activities.
2. Honor Courses.
3. The Function of the Dean of Men.
4. Vocational Guidance.
5. Freshman Week.
6. Fraternities.
7. Cases of Disturbed Mental Health.

APPENDIX C

MINUTES OF THE ANNUAL CONFERENCE OF THE DEANS OF MEN OF WESTERN COLLEGES AT THE UNIVERSITY COLORADO, BOULDER, COLORADO, MAY 11, 1928

The meeting was called to order by President Earl J. Miller at 9:12 A. M. in the Senate Room of the University of Colorado.

Those present were Fred L. Farley, College of the Pacific; Carl Morrow, Washington State College; Earl J. Miller, University of California at Los Angeles; U. G. Dubach, Oregon State College; C. B. Hershey, Colorado College; W. E. Nicholl, Pomona College; John D. Clark, University of New Mexico; J. M. Hamilton, Montana State College; Karl T. Waugh, University of Southern California.

A nominating Committee composed of Deans Culver, Nicholl and Waugh recommended the election of U. G. Dubach as President of the Association and Dean Elmer Shirell of the University of Oregon as Secretary. The same Committee recommended that the invitation from Oregon State College to meet at Corvallis in 1929 be accepted.

The report of this Committee was unanimously adopted.

The meeting adjourned at 9:20 A. M.

JOHN D. CLARK, Secretary.

The above meeting took place at the Joint Conference of Deans and Advisers of Men, at Boulder, Colorado, May 10, 11 and 12, 1928, the proceeding, discussions and minutes of which meeting are to be printed. The institutions represented at this Joint Conference are being assessed \$10.00 each to cover the cost of printing.

Dean F. M. Dawson of the University of Kansas was Secretary of the Joint Conference.